

Date	Topic
1. June 19-23	1. Overview of Learning Theory 2. Introduction to Culture 3. Introduction to Micro-Committing 4. Understanding of Types of Institutions
2. June 24-28	1. Understanding of basic fundamentals of social learning theory 2. Understanding of the development of alternative strategies of intervention 3. The theory and application of environmental learning 4. The application of social learning theory to the curriculum
3. July 1-5	1. Review of basic learning theory 2. Understanding of the development of alternative strategies of intervention 3. The theory and application of environmental learning 4. The application of social learning theory to the curriculum

program to the staff. These sessions were related to the details of the work. One topic was related to the staff rating form. Another topic was related to the staff rating form. Another topic was related to the staff rating form.

Session 1: Learning Theory

1. Overview of Learning Theory
2. Introduction to Culture
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1. Understanding of basic fundamentals of social learning theory
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1. Review of basic learning theory
2. Understanding of the development of alternative strategies of intervention
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Session 2: Learning Theory

1. Overview of Learning Theory
2. Introduction to Culture
3. Introduction to Micro-Committing
4. Understanding of Types of Institutions

2. June 24-28

1. Understanding of basic fundamentals of social learning theory
2. Understanding of the development of alternative strategies of intervention
3. The theory and application of environmental learning
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Since the purpose of this institute was to train school psychologists to be more effective communicators and within this role to learn to develop skills in behavioral assessment and intervention, it is reasonable that to set a...

The institute itself consisted of a formal set of courses which were taught in regular meetings. In addition, there was a considerable amount of seminar activity, laboratory experiences with television tapes in the College setting and out in the field, and the contribution of special consultants. The courses and their descriptions are as follows:

Formal Instructional Procedures

A consideration of current research relating to social behavioral learning theory as applied to school psychology.

Figure 3

SUMMARY OF MEANS FOR ENROLLEES AND CONTROLS BY SEX
ON EXPERIENTIAL AND GRADE POINT VARIABLES

VAR NO	Enrollees		Control A		Control B	
	Male	Female	Male	Female	Male	Female
1	3.9000	4.8000	1.4000	1.8000	1.0000	4.8000
2	0.7000	1.8000	0.2000	0.8000	2.6667	1.0000
3	0.2500	0.7000	0.2000	0.6000	0.0	0.0
4	1.9500	4.9000	3.2000	4.0000	0.3333	3.4000
5	3.4500	2.5000	4.4000	2.4000	0.3333	2.4000
6	0.0500	0.5000	0.0	0.0	0.0	0.4000
7	0.7500	0.7000	1.2000	2.0000	0.3333	2.6000
8	3.6000	0.0	0.0	0.0	0.0	0.2000
9	3.9000	1.0000	1.0000	1.0000	0.3333	1.0000
10	0.7000	0.6000	0.0	0.0	0.3333	0.0
11	0.0500	0.1000	0.2000	0.0	0.6667	0.2000
12	0.8500	0.9000	1.0000	0.6000	0.6667	0.6000
13	0.2500	0.6000	0.0	0.2000	0.0	0.0
14	1.0000	0.8000	1.0000	1.0000	1.0000	1.0000
15	0.6500	0.4000	0.4000	0.4000	1.0000	0.6000
16	0.2500	0.3000	0.6000	0.2000	0.3333	0.2000
17	0.4000	0.5000	0.0	0.2000	0.0	0.2000
18	0.9500	0.7000	1.0000	0.6000	1.0000	1.0000
19	0.3000	0.5000	0.2000	0.2000	0.0	0.2000
20	0.1000	1.5000	0.0	0.2000	0.0	0.0
21	0.2000	0.0	0.0	0.0	0.6667	1.0000
22	0.2500	0.0	0.0	0.8000	0.0	0.2000
23	276.7998	282.3999	290.3999	335.5999	283.3333	279.5999
24	16.3000	17.6000	20.8000	23.0000	18.6667	17.4000
25	318.2998	320.0999	325.2000	350.0000	377.3333	309.0000
26	17.4000	18.7000	17.4000	15.0000	19.0000	19.4000
27	37.6000	44.9000	36.3333	51.0000	41.0000	42.8000

N 5

N 3

N 5

N 5

N 10

N 20

TABLE 9

SUMMARY OF MEANS FOR ENROLLEES AND OTHER APPLICANTS BY
THEORETICAL ORIENTATIONS ON EXPERIENTIAL AND GRADE VARIABLES

VAR NO	Enrollees				Other Applicants			Total All
	Self-Concept Orientation	Clinical	Behavioral	Self-Concept	Clinical	Behavioral		
1	4.5000	4.3333	3.4286	2.4783	1.3839	3.1000	3.2793	
2	1.3571	0.8989	0.7143	0.8261	1.2222	0.8000	0.9459	
3	0.2857	0.3333	0.7143	1.3609	0.3333	0.3000	0.5135	
4	2.4286	4.1111	2.4286	2.7826	2.2222	2.4000	2.7928	
5	2.7143	5.1111	1.4286	2.1304	1.4444	0.2000	2.0270	
6	0.0	0.1111	0.7143	0.7391	0.6111	0.5000	0.3694	
7	1.4286	0.6667	0.0	1.3043	1.1667	2.4000	1.2072	
8	4.2957	1.2222	0.1429	0.2174	0.6567	0.1000	0.8378	
9	5.2143	1.0000	0.8571	0.8636	0.8333	1.0000	1.4414	
10	1.1429	0.2222	0.2857	0.1304	0.4444	0.0	0.3243	
11	0.1429	0.0	0.0	0.2609	0.1567	0.1000	0.1712	
12	0.9286	1.0000	0.5714	0.7826	0.8889	0.9000	0.8373	
13	0.3571	0.2222	0.5714	0.2174	0.3389	0.3000	0.2883	
14	1.0000	0.7778	1.0000	0.9565	1.0000	1.0000	0.9730	
15	0.5714	0.5556	0.5714	0.6957	0.4444	0.9000	0.6306	
16	0.2857	0.0	0.5714	0.4783	0.3333	0.4000	0.3604	
17	0.4286	0.3333	0.5714	0.3478	0.6111	0.2000	0.3874	
18	0.7857	0.8889	1.0000	1.0000	0.8333	1.0000	0.9189	
19	0.2143	0.4444	0.5714	0.3713	0.1667	0.3000	0.3423	
20	0.0	1.6667	0.2357	0.0435	0.2222	0.0	0.2342	
21	0.0714	0.0	0.4286	0.0435	0.6111	0.0	0.2342	
22	0.0	0.0	0.7143	0.4348	1.2222	0.1000	0.3874	
23	296.5000	244.6667	286.7141	268.8093	254.0588	274.5000	278.8887	
24	18.2143	16.3333	14.2857	17.1000	19.3333	17.0000	18.4412	
25	322.0713	320.2222	310.8559	323.0000	324.6665	316.2998	324.6880	
26	18.1429	17.4444	17.7143	16.2174	16.4444	15.9000	17.1441	
27	40.5000	42.5555	35.8571	38.8261	41.8889	36.7000	40.2321	

administrative experience. An interesting fact appears in comparing the years of administrative experience by theoretical orientation, (table 9). For some reason enrollees with a self-concept preference had had 4.28 years of administrative experience as against negligible amounts for those with clinical and behavioral orientations.

In regard to other school personnel present in the districts served by the applicants, most of the applicants worked in districts where there appeared to be one or two counselors and in some instances one other school psychologist. Since the mean for other school psychologists is below 1.00 it must be presumed that a number of the applicant school psychologists worked in districts where they were the only school psychologist.

The mean grade-point average for undergraduate work for all applicants was 2.78. For the enrollees the self-concept group had a mean of 2.96, the behavioral group a mean of 2.86 and the clinical group a mean of 2.44. For other applicants, the behavioral group had a mean of 2.74, the self-concept group a mean of 2.68 and the clinical group a mean of 2.54. For this sample, at least, it would appear that individuals with a clinical orientation had the lower grade-point average for undergraduate work. No real differences appeared between male and female applicants on the undergraduate grade-point average. The graduate grade-point average was higher for all groups than the undergraduate averages. The overall graduate grade-point average was 3.24 with only slight variations noted between orientations or sex groupings.

One other factor which should be noted relates to the age of the

applicants. The mean age for all 111 applicants whose data were analyzed was 40.23 years. For the enrollees as well as the control groups, female applicants tended to be slightly older. The average age of the male enrollee was 37.60 whereas the average age of the female enrollee was 44.90. In relationship to theoretical orientation, the clinical group, both enrollees and other applicants tended to be the oldest, and the behaviorists tended to be the youngest.

In summary, it would appear that male enrollees and applicants had had more secondary and administrative experience and female enrollees and applicants more elementary experience. Most of the applicants worked in districts where they had help from counseling personnel, but in some instances they were the only school psychologist. By theoretical orientation, it appears that clinically-oriented school psychologists are older than both self-concept oriented or behaviorally oriented psychologists. This is explained in part by the fact that the clinical approach was one of the original approaches in school psychology with self-concept emphases springing from more recent counseling influences and the behavioral approach being a relatively new one.

3. Evaluation and Questionnaire Variables

Figure 4 explains the variables which relate to pre-institute evaluation and questionnaire items. These items include some scores on evaluation instruments filled out by supervisors and colleagues on the applicants in accordance with the U. S. Office policy, some summary variables relating to years of experience, and the institute questionnaires relating to Time Analysis, Psychological Practices, Concept Check List, and Psychological Services Questionnaire. Since these

**MEANS, STANDARD DEVIATIONS OF PRE-INSTITUTE
EVALUATION AND QUESTIONNAIRE VARIABLES**

<u>Variable No.</u>	<u>Explanation</u>
28	Sum factors of confidential evaluation form
29	Total number years as experience as psychologist or psychometrist
30	Total number years experience as teacher or counselor
31	Total number years of all school experience
32	Total number of courses taken for graduate program
33	TIME ANALYSIS: Number of referrals received 1967 year to date (February 1967)
34	TIME ANALYSIS: Number of cases tested February 1967
35	TIME ANALYSIS: Number of reports written February 1967
36	TIME ANALYSIS: Number of individual and group counseling sessions February 1967
37	TIME ANALYSIS: Number of conferences held February 1967
38	TIME ANALYSIS: Number of research activities February 1967
39	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Diagnosis Clinical Scale
40	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Diagnosis Self- Concept Scale
41	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Diagnosis Behavioral Scale
42	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Treatment Clinical Scale
43	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Treatment Self-Concept Scale
44	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Treatment Behavioral Scale
45	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Clinical Scale
46	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Self-Concept Scale
47	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Behavioral Scale
48	PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Eclectic Scale
49	CONCEPT CHECK LIST: Total Clinical Concepts Scale
50	CONCEPT CHECK LIST: Total Self-Concepts Scale
51	CONCEPT CHECK LIST: Total Behavioral Concepts Scale
52	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Individual real
53	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Individual ideal
54	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to School as a Whole real
55	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to School as a whole ideal
56	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services in Research real
57	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services in Research ideal
58	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Community real
59	PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Community ideal

latter instruments have been explained elsewhere, the commentary provided at this point will not include an explanation of the rationale of these several instruments.

Tables 10 and 11 provide the data relating to the variables identified in figure 4. Variable 30 reports the total number of years of experience as a teacher or counselor. The mean for all applicants was 6.76 years of experience. Women applicants tended to have more years of experience than male applicants. The total number of years of experience for all applicants reported on variable 31 results in a mean of 11.09. Though some striking differences occurred in the years of experience both as a teacher and in total for the enrollee groups, this does not appear as relevant in the other applicant categories. In the former, the clinical group had a mean total of 16.55 years of experience as compared with 11.85 and 10.42 respectively for the self-concept and behavioral groups.

Variables 32-38 report differences obtained on the Time Analysis form. This form requested a simple tally of 1) referrals received during February, 1967 (variable 33), 2) number of cases tested during February, 1967 (variable 34), 3) number of reports written during February, 1967, (variable 35), 4) number of individual and group counseling sessions during February, 1967 (variable 36), 5) number of conferences held in February 1967 (variable 37), and 6) number of research activities engaged in during that month (variable 38).

The average number of referrals received by all applicants during that month was 21.85. In the enrollee group females received more referrals than males (26.30 versus 17.40). There was also a tendency noted

SUMMARY OF MEANS OF PRE-INSTITUTE EVALUATION AND
QUESTIONNAIRE VARIABLES FOR ENROLLEES AND CONTROLS

VAR NO.	Enrollees		Control A		Control B	
	Male	Female	Male	Female	Male	Female
28	26.7500	25.6000	26.6667	27.0000	24.8000	28.3333
29	4.8000	6.5000	1.6000	2.6000	5.8000	3.6667
30	6.9500	8.8000	8.2000	9.0000	8.4000	3.3333
31	12.4000	14.0000	9.8000	14.2000	14.2000	4.6667
32	17.4000	18.7000	17.4000	15.0000	19.4000	19.0000
33	18.5500	26.3000	17.6667	17.6000	21.0000	19.3333
34	33.1000	30.5000	17.0000	26.0000	18.6000	38.3333
35	26.5000	25.9000	15.1667	17.6000	17.4000	13.0000
36	21.3000	12.3000	11.1667	48.6000	9.6000	21.3333
37	71.9500	75.6000	62.3333	59.0000	70.0000	40.3333
38	1.1500	0.5000	1.3333	0.0	2.2000	0.0
39	8.9000	7.6000	11.5000	11.0000	6.8000	5.0000
40	12.7500	11.9000	12.0000	13.0000	14.0000	17.0000
41	11.9000	14.9000	10.0000	6.3333	12.8000	9.3333
42	7.6000	7.4000	9.0000	10.6667	6.4000	5.3333
43	11.1000	11.3000	9.0000	12.0000	11.4000	14.6667
44	12.4500	12.6000	11.0000	11.3333	15.0000	9.0000
45	16.3500	15.0000	20.5000	21.6667	13.2000	10.3333
46	23.8500	23.2000	20.0000	25.0000	25.4000	31.6667
47	24.7500	27.5000	21.0000	17.6667	27.8000	19.3333
48	19.3000	18.3000	22.5000	19.6667	17.6000	22.6667
49	25.5000	30.8000	24.0000	32.2500	25.2000	28.0000
50	22.6000	26.3000	25.0000	30.7500	26.0000	29.6667
51	20.8000	17.1000	20.7500	22.5000	24.8000	12.3333
52	27.3000	26.5000	25.5000	26.5000	21.6000	24.3333
53	29.2500	32.1000	29.2500	31.7500	28.2000	25.6667
54	27.0000	21.7000	27.5000	24.7500	18.0000	22.3333
55	33.3000	30.7000	37.2500	35.7500	24.2000	25.6667
56	8.9500	5.5000	8.7500	7.7500	6.0000	8.3333
57	13.8500	12.5000	14.7500	15.5000	13.0000	11.6667
58	9.1500	5.5000	6.7500	11.2500	7.4000	5.3333
59	11.1000	8.3000	9.5000	12.5000	11.0000	7.6667

N 3

N 5

N 5

N 6

N 10

N 20

TABLE 11

SUMMARY OF MEANS FOR ENROLLEES AND OTHERS BY THEORETICAL
ORIENTATION ON PRE INSTITUTE QUESTIONNAIRE VARIABLES

VAR NO	Enrollees			Others		
	Self-Concept	Clinical	Behavioral	Self-Concept	Clinical	Behavioral
28	27.0714	26.3333	26.4286	25.5217	25.3333	26.2000
29	5.9286	5.5556	4.0000	3.3478	4.6111	3.9000
30	6.0714	10.6667	6.5714	7.8696	5.2222	5.8000
31	11.8571	16.5556	10.4286	10.8261	10.2222	9.8000
32	18.1429	17.4444	17.7143	16.3478	16.4444	15.6000
33	23.7143	18.5556	19.2857	23.1364	23.8333	13.8000
34	34.4286	33.4444	26.2857	16.4545	25.3333	24.9000
35	29.1429	30.4444	15.2857	12.7273	25.4444	13.0000
36	14.9286	29.3333	22.4286	37.1364	26.1333	28.3000
37	63.6429	82.0000	80.8571	66.5454	74.4444	72.7000
38	0.8571	1.0000	1.0000	1.0870	0.5000	0.6000
39	7.5714	8.7778	9.8571	6.9545	8.5333	8.5000
40	13.7857	11.8889	10.5714	14.3182	12.4667	13.3000
41	12.6429	13.3333	12.8571	10.7727	11.2667	12.0000
42	7.5429	7.3333	7.5714	7.6364	8.2667	8.8000
43	11.6429	11.3333	10.0000	11.6818	10.9333	10.1000
44	11.3571	12.7778	14.4286	11.1818	12.1333	12.1000
45	15.2143	15.7778	17.4286	14.5909	16.8000	17.0000
46	25.4286	23.2222	20.5714	26.0000	23.4000	23.9000
47	24.5714	26.1111	27.2857	21.9545	23.6000	24.4000
48	19.3571	18.5556	18.7143	16.8182	19.9333	18.4000
49	28.1429	30.1111	21.8571	29.5217	34.7778	29.6000
50	23.3571	26.4444	21.4286	25.9130	24.9444	24.4000
51	15.0714	18.6667	29.7143	16.9565	16.3333	15.3000
52	26.6429	27.0000	27.8571	27.6087	27.1667	25.0000
53	29.5000	31.0000	30.5714	30.5652	30.1667	30.9000
54	24.7357	22.5556	29.5714	25.7826	25.5000	24.3000
55	31.6429	31.2222	35.5714	34.3478	32.0000	32.6000
56	7.0000	6.8889	10.5714	9.9565	7.6567	6.9000
57	12.7143	13.1111	15.1429	14.1739	13.8889	13.2000
58	7.0000	8.1111	9.5714	9.0435	7.5556	6.2000
59	9.1429	10.7778	11.4286	11.0870	11.5556	11.5000

N 14

N 9

N 7

N 25

N 18

N 10

N 97

in the enrollee group favoring self-concept orientation to have more referrals than either of the other orientations. An average of 25.07 cases were tested during this month by the applicants. Among the enrollees, male psychologists did slightly more testing than female psychologists, and behaviorally oriented psychologists did considerably less testing than either their self-concept or clinical colleagues (26.28 versus 34.42 for self-concept and 33.44 for clinical orientations). A mean of 19.58 reports were written by the applicants for the month of February, 1967. A similar pattern to the findings on tests given is observed with the enrollee and other applicant groups. Individuals of the behavioral orientation tend to write fewer reports than do the other orientation groups (15.28 versus 29.14 for self-concept individuals and 30.44 for the clinical group).

For individual and group counseling sessions (variable 36) the mean number of such sessions for the total group was 25.43. Among the enrollee group female psychologists held considerably fewer group sessions than male psychologists (12.30 versus 21.30). In the other applicant category self-concept oriented individuals had a mean of 37.13 such conferences as against 26.33 for clinical orientation and 28.30 for the behavioral orientation groups. Variable 37 reports the means for conferences held during February, 1967. The mean for all applicants was 69.72 with individuals of a self-concept orientation holding lesser conferences than those in the other two groupings. Finally, in terms of research activities the mean for all applicants was .93. Little variation was seen between groups on this variable.

In summary, according to the Time Analysis Form the composite

school psychologist applicant received about 22 referrals, tested about 25 cases, wrote about 20 reports, engaged in about 25 individual or group counseling sessions, held nearly 70 conferences with school and out of school people and did something connected with research once during the month.

Variables 39-48 report the means of the various scales included in the Psychological Practice Questionnaire. This questionnaire was concerned with the theoretical orientation which applicants and enrollees had on dimensions of diagnosis and treatment. Fourteen four alternative items were composed by the writer and Mr. Stephen Goodman dealing with alternative courses of action relating to a specific case or problem. One of these alternatives was clinical in nature, the others were considered self-concept, behavioral or eclectic in nature respectively. In other words each of three alternatives was clearly identified as being an appropriate choice for individuals subscribing to a specific orientation. The fourth alternative was simply a filler type of activity possibly used in many situations but not clearly related to an identifiable theoretical position.

The questionnaire called for a ranking of alternatives from 1-4 and these were then scored on the basis of a 1-3 point scale. Three points were awarded for the first choice, two points for the second choice, and one point for the third choice alternative. The fourth choice was not scored. As a result when the profile for clinical, self-concept, or behavioral protocols was summed up it yielded a quantifiable score which was then entered into the data as such.

The means which are reported on tables 10 and 11 are the means

obtained on the ten scales of this questionnaire. Since the individuals were categorized originally on the basis of their preferential orientation on the theoretical questionnaire, one should expect to observe real differences between groups if there is a cognitive correspondence between theoretical orientation and diagnostic or treatment alternatives as obtained in the Psychological Practices Questionnaire. In other words, if a psychologist declares he has a self-concept orientation, he should choose (if he is cognitively consistent in his orientation) to interview a child through individual counseling rather than administer a Rorschach. What was theorized initially in this design was that school psychologists though not consistently applying a particular theoretical frame of reference, will be able to recognize certain diagnostic or treatment alternatives appropriate to their orientation.

This hypothesis was supported by the analysis of the means in table 11. For, there are clear trends in evidence which revealed that individuals who claimed to be of one orientation did show a preference for specific kinds of diagnostic tools or treatment alternatives. For example, both the enrollee and the other applicant groups who favored a self-concept orientation scored lowest on the clinical diagnosis and clinical total scales (variables 39 and 45). An opposite trend was discerned for the behavioral preference group on the behavioral categories (variables 41, 44, and 47). Thus, the direction indicated by the absolute values of the means by original theoretical orientation and within dimensions of the Psychological Practice Questionnaire provides some empirical validation for the notion that an avowed theoretical orientation does have some relationship to the alternatives selected and ranked within

diagnosis and treatment categories.

Variables 49, 50 and 51 are the scores obtained on the Concept Check List Inventory. This particular inventory consisted of 51 concepts relating to phenomenological, clinical, and behavioral points of view. Some of the concepts related to theories, others to specific terminology used in diagnosis or treatment alternatives, and still others reflected approaches to psychotherapy. Each applicant was asked to rate each concept in a four point scale 1 = highly useful, 2 = fairly useful, 3 = seldom useful, and 4 = not relevant. Approximately one-third of the total number of concepts related to a phenomenological point of view, one-third to a clinical position, and one-third to a behavioral frame of reference.

In view of the initial concern with the determination of a methodology for evaluating theoretical orientation in relationship to other test and behavioral variables, the Concept Check List was used as an alternate approach to this measurement problem. It was hoped that through the use of the Theoretical Orientation Questionnaire, the Psychological Practices Questionnaire, and the Concept Check List it would be possible to "triangulate" on the constructs involved and determine whether it was possible to evaluate individuals with psychological training in terms of a theoretical orientation.

Once again, the mean scores reported in table 11 refer to the scores obtained on each of the Concept Check List dimensions by individuals who had originally picked a given theoretical orientation. Variable 49 the clinical scale on the Concept Check List shows a mean of 34.77 for those who claimed to be in the clinical triad by their

preference, a mean of 29.52 for the self-concept group and a mean of 29.60 for the behavioral group. Similar trends are noted for the Self-Concept dimension (variable 50) with the Self-Concept group scoring highest.

For variable 51, the behavioral scale, a marked high score is seen for the behavioral group of enrollees, but this same pattern does not hold for the other applicants. A word of explanation might be in order at this point. Possibly the reason for this particular difference might be found in the fact that individuals who ascribed to behavior modification principles and individuals who ascribed to Dewey's instrumentalism were both placed in the same behavioral triad. Many of the enrollees who were from the West Coast and somewhat familiar with the approach which would be taken in the institute chose these dimensions because of their familiarity and sympathy with behavior modification. On the contrary, individuals from the Mid-west and other areas who generally supported the experimental method in education and elected Dewey as one of their frames of reference probably were unable to identify the specific applications derived from learning theory vis-a-vis the instrumentalism-experimentalism approach.

The final set of variables (52-59) relate to the distribution of the psychologist's practice within the school and the community setting. Four areas of possible priority for school psychology focus were ascertained empirically from a group of teachers and school psychologists who were interviewed prior to the development of this questionnaire. These areas were: 1) services to the individual student, 2) services to the school as a whole, 3) services in research, and 4) services to the

community. The group of teachers and psychologists were asked what they thought were the priorities of school psychological practice, what griped them about present services and what they ideally would like. Mr. Stephen Goodman and other graduate students at California State College, Hayward worked on the preliminary phase of this project. Subsequently, all of the suggestions and written comments were grouped together and from this the four major areas specified above were identified.

Items for each of the four groupings were placed together and each psychologist applicant was asked to rate each item in accordance with the real and ideal dimensions specified below.

Figure 5

INSTRUCTIONS FOR THE PSYCHOLOGICAL SERVICES QUESTIONNAIRE

We would like you to complete this questionnaire in the following manner. First complete column I according to how frequently the services seem to be performed. Then proceed to column II indicating what you feel the priority should be.

<u>Column I</u> According to how frequently they are actually performed (Use the following scale)	<u>Column II</u> According to what your order of priority would be if con- ditions were ideal (Use the following scale)
a. frequently b. occasional c. seldom d. never	1. high priority 2. medium priority 3. low priority 4. not appropriate

Utilizing this format each applicant psychologist filled out the questionnaire. Both the real and ideal scores for each of the four areas were obtained by allocating the a-b-c-d rank and the 1-2-3-4-ranks a numerical equivalent on a four-point scale from highest priority (4) to lowest priority (0).

Inspection of the means of these variables by theoretical orientation indicate that there are only slight differences in the outlook regarding the services to individual children. Enrollees with a behavioral orientation had a higher priority for services to the school as a whole, whereas those of clinical orientation favored more individual services. Those enrollees with a behavioral orientation showed a higher priority for research and for services to the community.

4. Institute Evaluative Criterion Measures and Holland Vocational Preference Inventory Variables for Enrollees Only

Variables 68-84 are measures which were obtained only on the enrollees themselves. Figure 6 specifies the explanation of these variables, but a few more words may be relevant at this point. Variables 68-71 are scores obtained from an analysis of enrollee ratings of the institute procedures, consultants, materials, etc., at the mid-point and termination of the institute program. These ratings were structured in such a way that each item to be rated could be scored on a five-point scale. Thus it was possible to obtain mean rankings for various elements of the program as well as a total score related to the ratings of the enrollees of the institute. Figures 7 and 8 represent the composite evaluation profiles obtained both at the mid-point of the institute and at the end of the institute. Variables 68 and 70 are the sum total scores for all individual items.

As can be seen from an inspection of the variables 68-71, there was a general increase in the evaluation of the institute from the mid-point to the close. Male enrollees initially rated the institute format and content higher than female enrollees, but this situation was reversed

at the end of the institute. The enrollees averaged 3.83 hours of preparation and study per day at the mid-point of the institute and 3.73 at the end. In comparisons by theoretical orientation, those who chose a clinical orientation initially appeared to rate the institute somewhat higher than those in the other two orientations.

Variables 72 and 73 are the final examination scores for the two major courses in the institute. Variable 72 was the final examination score for the Measurement and Appraisal of Social Interaction taught by Drs. Barclay and Catterall. Variable 73 was the final examination score for the course in Social Learning Theory taught by Drs. Goodwin and Garvey.

Variables 74-84 are mean scores obtained on the Holland Vocational Preference Inventory. These will not be discussed here but reserved for the following chapter.

Figure 6

**INSTITUTE EVALUATIVE CRITERION MEASURES
AND SCORES ON THE HOLLAND VOCATIONAL
INVENTORY FOR ALL ENROLLEES**

<u>Variable No.</u>	<u>Explanation</u>
68	Mid-Term Evaluation of the Institute by Enrollees
69	Amount of study time spent by enrollees indicated on Mid-Term Evaluation
70	Final Evaluation of the Institute by Enrollees
71	Amount of study time spent by enrollees indicated on Final Evaluation
72	Final Examination Score Measurement and Appraisal - Barclay and Catterall
73	Final Examination Score Social Learning Theory - Goodwin and Garvey
74	HOLLAND VOCATIONAL INVENTORY Realistic Score
75	HOLLAND VOCATIONAL INVENTORY Intellectual Score
76	HOLLAND VOCATIONAL INVENTORY Social Score
77	HOLLAND VOCATIONAL INVENTORY Conventional Score
78	HOLLAND VOCATIONAL INVENTORY Enterprising Score
79	HOLLAND VOCATIONAL INVENTORY Artistic Score
80	HOLLAND VOCATIONAL INVENTORY Self-Control Score
81	HOLLAND VOCATIONAL INVENTORY Masculinity Score
82	HOLLAND VOCATIONAL INVENTORY Status Score
83	HOLLAND VOCATIONAL INVENTORY Infrequency Score
84	HOLLAND VOCATIONAL INVENTORY Acquiescence Score

TABLE 12

SUMMARY OF ENROLLEE MEANS FOR INSTITUTE EVALUATIVE CRITERION MEASURES AND SCORES
ON THE HOLLAND VOCATIONAL INVENTORY BY SEX AND THEORETICAL ORIENTATION

VAR NO	Males	Females	Total	Self-Concept	Clinical	Behavioral
68	67.1000	60.1000	64.9667	63.9286	66.1111	65.5714
69	3.6500	4.2900	3.8333	4.0000	3.7778	3.5714
70	69.2000	71.8000	70.0667	69.6429	71.8889	68.5714
71	3.5000	4.2000	3.7333	3.9571	3.7778	3.4286
72	79.9000	82.4000	80.1333	77.5000	85.2222	78.8571
73	67.1000	58.5000	64.2333	69.9286	58.3333	60.4286
74	3.1000	0.9000	2.3667	1.9286	2.3333	3.2357
75	6.0000	4.0000	5.3333	4.8571	5.4444	6.1429
76	9.5500	9.5000	9.5333	8.2143	10.6667	10.7143
77	1.7500	0.6000	1.3667	0.4286	2.0000	2.4286
78	4.9500	3.5000	4.4667	4.0000	5.0000	4.7143
79	6.0500	7.6000	6.5667	5.7143	8.7778	5.4286
80	10.0000	12.3000	10.7667	11.5714	12.3333	7.1429
81	6.7000	3.8000	5.1333	6.2143	4.1111	6.8571
82	9.4000	9.9000	9.5667	9.4286	9.5556	9.8571
83	4.0500	6.9000	5.0000	5.2857	5.5556	3.7143
84	11.9500	9.4000	11.1000	10.0714	11.7778	12.2857
	N 20	N 10	N 30	N 14	N 9	N 7

Figure 7
SUMMARY MID-INSTITUTE EVALUATION DATA

Course Objectives	Frequency				Understanding		Mean Males (N=20)		Mean Fem. (N=10)		Mean Total (N=30)
	5 (Excellent)	4	3	2	1 (Poor)	Ade- quate	More	S.D.	S.D.		
I. Course Objectives											
A. Culture	9	11	8	-	1	20	9	1.11	1.37	3.90	3.80
B. Intro. Soc. Lng.	18	10	2	-	-	26	4	.60	.70	4.50	4.53
C. Initial T. V.	6	15	7	1	1	23	7	.96	.84	3.60	3.80
D. Intro. Video T.	10	10	8	1	-	21	8	1.20	1.03	3.80	3.86
E. Reinforc. Paradigms	15	10	4	1	-	19	11	.68	.99	3.90	4.30
F. Operant Cond.	17	11	1	1	-	12	18	.48	.99	4.10	4.46
G. Philosophy and Couns.	7	10	11	2	-	24	6	.76	1.17	3.60	3.73
H. Methods of Beh. Ana.	20	9	1	-	-	7	23	.57	.52	4.50	4.63
I. Overview Sch. Psych.	7	5	6	8	4	23	7	1.36	1.52	2.90	3.10
J. Appl. Obs. Tech.	18	12	-	-	-	8	22	.50	.51	4.60	4.60
K. Intro. Strat. Int.	10	7	8	4	-	16	13	.98	1.70	3.30	3.66
L. Cult. Mech. Cont.	5	13	9	-	1	16	12	1.08	1.59	3.10	3.50
M. Sociom. Techn.	10	11	5	3	-	13	16	.97	1.58	3.50	3.83
N. Job Corps	-	3	9	10	8	24	6	.88	1.10	1.90	2.23
O. Dr. Krumboltz	3	8	11	5	3	26	4	.96	1.39	2.80	3.10
P. Dr. Patterson	29	1	-	-	-	27	3	.22	.00	5.00	4.96
Q. Research Proj.	7	9	4	-	-	2	18	1.60	2.41	1.50	2.76
II. Other											
A. Handout Mats.	4	13	12	-	1			.74	.91	3.20	3.63
B. Practicum	3	6	12	1	7			1.27	1.49	2.30	2.80
C. Group Experi.	1	7	15	-	6			1.16	1.26	2.40	2.80
D. Interaction with other Memb. Inst.	7	15	6	-	1			.68	1.63	3.30	3.80
E. Int. Staff	2	8	9	-	11			1.47	1.26	2.40	2.66
F. Planned Soc. Act.	6	6	11	2	2			1.50	1.57	3.40	3.10
III. Personal Factors											
A. Time Spent Study	-	2	4	22	2	(Refers to hrs.)		.55	.84	2.40	2.20
B. Time Spent Group	-	4	12	12	2			.60	1.15	2.70	2.60
C. Overall Comparison with Other Exper.	13	13	2	1	1			.60	1.17	3.50	4.20

Figure 8
FINAL INSTITUTE EVALUATION

		Frequency					Understanding Ade-quate	Need More	Means (N=10)		Total
		High 5	4	3	2	Low 1			M	F	
I. Course Objectives											
A. Strategies of intervention		14	8	4	4	-	30	23	7	4.10	4.07
B. Methods of conducting assess.intv.		26	4	-	-	-	30	26	3	4.85	4.87
C. Methods of determining a strategy		24	5	1	-	-	30	18	11	4.70	4.77
D. Micro consulting model with video tape		18	8	3	1	-	30	18	11	4.40	4.43
E. Consultation and interview analysis with video tape		22	6	1	-	-	29	24	5	4.66	4.72
F. Research project		12	5	11	2	-	30	17	12	3.30	3.90
G. New school psychology model		9	12	9	-	-	30	21	8	3.90	4.00
H. Implementation school psych.model		9	10	11	-	-	30	15	14	3.90	3.93
I. Practice in conduct.behav.observa.		20	7	3	-	-	30	11	18	4.50	4.53
J. Small group disc. of research pap.		12	7	7	2	2	30	16	13	3.75	3.83
K. Dr. Hewett behav.engineer.classrms.		16	10	3	1	-	30	24	4	4.20	4.37
L. Dr. Holland vocational theory		5	15	12	12	2	30	22	7	2.55	2.63
M. Dr. Nixon hyperactive behavior		11	15	3	-	-	29	23	4	4.16	4.28
N. Dr. Beach group couns.with underach.		2	10	9	6	1	28	23	3	3.39	3.21
O. Dr. Varenhorst game theory		10	14	2	2	-	28	22	5	4.11	4.36
P. Dr. Gordon family counseling		20	6	-	3	-	29	26	3	4.30 (N=9)	4.48
Q. Dr. Lovaas autistic child		24	4	-	1	-	29	25	3	4.68	4.76
Other		19	2	8	-	-	29			4.32	4.38
A. Handouts and reading material		16	2	8	3	-	29			4.16	4.07
B. Practicum meetings		14	3	12	-	-	29			4.16	4.07
C. Group experiences		16	8	3	-	2	29			4.21	4.24
D. Interaction with other memb.of inst.		9	10	8	1	1	29			4.00	3.86
E. Interaction with staff members		11	4	12	-	2	29			3.74	3.76
F. Planned social activities											
III. Personal Factors											
A. Time spent reading or studying independent of class		1	6	21	2	30	(hours)		2.15	2.30	2.20
B. Time spent in informal group activities or discussion		2	13	14	1	30	"		2.35	2.90	2.53
C. In comparison with other aspects of your training how would you evaluate the overall impact of this institute?		23	6	1	-	-	30		4.75	4.70	4.73

Both examinations were prepared by the faculty members responsible for teaching the course. They were both structured essay examinations and graded by each faculty member for the portions of the examination which he wrote. The correlational relationships with these examinations will be discussed subsequently under another heading, but for the moment it is interesting to observe that females did better on the Barclay-Catterall examination, and males did better on the Goodwin-Garvey examination. Each of the examinations had a total of 100 points available. Comparisons of final grade examinations by theoretical orientations are also interesting to note, for individuals with a high clinical orientation seemed to do best on the Barclay-Catterall test, whereas individuals with a self-concept orientation excelled on the Goodwin-Garvey test. From these mean scores and the later observations relating to correlational relationships it appears probable that the two courses and their respective examinations reflect differential criteria and possibly personality differences in instructors. It was observed by the staff in reviewing these differences that the emphasis on the Barclay-Catterall course was more on the analysis and use of new appraisal instruments which still called for a somewhat traditional clinical evaluation, whereas the Goodwin-Garvey course was highly technical in nature requiring mastery of fundamental behavioral terminology and procedures.

5. Post Institute Questionnaire Variables

Figure 9 lists the variables 85-111. These are the same variables which are described in variables 33-59 earlier in this chapter. However, these scores are the post-institute scores obtained after the institute was finished. They will be reported in tables 13 and 14 for information purposes

only. Individual variable comparisons at this point are out of order since the changes which took place from pre-testing to post-testing are discussed in a later chapter.

Figure 9

POST-INSTITUTE QUESTIONNAIRE VARIABLES

Variable No.	Explanation
85	POST TIME ANALYSIS: Number of referrals received Fall 1967 to date (October 1967)
86	POST TIME ANALYSIS: Number of cases tested October 1967
87	POST TIME ANALYSIS: Number of reports written October 1967
88	POST TIME ANALYSIS: Number of individual and group counseling sessions October 1967
89	POST TIME ANALYSIS: Number of conferences held October 1967
90	POST TIME ANALYSIS: Number of research activities October 1967
91	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Diagnosis Clinical Scale
92	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Diagnosis Self-Concept Scale
93	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Diagnosis Behavioral Scale
94	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Treatment Clinical Scale
95	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Treatment Self-Concept Scale
96	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Treatment Behavioral Scale
97	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Clinical Scale
98	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Self-Concept Scale
99	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Behavioral Scale
100	POST PSYCHOLOGICAL PRACTICE QUESTIONNAIRE: Total Eclectic Scale
101	POST CONCEPT CHECK LIST: Total Clinical Concepts Scale
102	POST CONCEPT CHECK LIST: Total Self-Concepts Scale
103	POST CONCEPT CHECK LIST: Total Behavioral Concepts Scale
104	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Individual Real
105	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Individual Ideal
106	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to School as Whole Real
107	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to School as Whole Ideal
108	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services in Research real
109	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services in Research Ideal
110	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Community real
111	POST PSYCHOLOGIST SERVICE QUESTIONNAIRE: Services to Community Ideal

TABLE 13

SUMMARY OF MEANS FOR POST-INSTITUTE QUESTIONNAIRE VARIABLES

VAR NO	Enrollees		Control A		Control B	
	Males	Females	Males	Females	Males	Females
85	22.5500	27.0700	29.8000	36.8000	20.6667	25.3333
86	18.5000	24.1000	15.2000	18.2000	16.3333	15.3333
87	12.1000	18.5000	14.0000	11.6000	12.6667	12.6667
88	15.4500	18.5000	3.8000	37.0000	5.3333	7.6667
89	65.4000	55.8000	60.4000	69.4000	64.6667	11.6667
90	1.1500	2.7000	1.6000	2.2000	3.6667	13.0000
91	5.7500	6.2000	8.8000	6.9000	7.3333	13.0000
92	9.6000	10.4000	14.2000	14.8000	11.0000	28.0000
93	18.4500	13.4000	11.2000	11.4000	14.0000	25.6667
94	5.4500	5.6000	8.6000	9.2000	11.0000	17.3333
95	8.4500	9.0000	9.4000	12.0000	9.6667	22.6667
96	17.1000	16.5000	12.8000	12.6000	13.0000	25.3333
97	11.2000	11.8000	17.4000	15.0000	18.3333	13.3333
98	18.0500	19.1000	23.6000	26.8000	20.6667	23.6667
99	35.4500	34.9000	24.0000	24.0000	27.0000	27.6667
100	19.3000	18.1000	13.9000	17.2000	17.3333	13.6667
101	18.1500	15.6000	26.2000	33.0000	23.6667	30.3333
102	19.6500	18.9000	26.2000	28.2000	22.0000	3.3333
103	37.0700	37.8000	24.4000	27.0000	19.6667	10.3333
104	24.5500	21.8000	24.6000	27.6000	27.0000	4.3333
105	28.6000	30.2000	29.8000	30.4000	26.0000	10.0000
106	23.8000	23.3000	22.6000	23.2500	14.3333	
107	32.2500	35.9000	34.0000	35.2500	29.3333	
108	6.6000	5.5000	7.4000	9.0000	6.0000	
109	14.8500	16.4000	15.0000	14.6000	11.6667	
110	7.2500	7.9000	7.2000	9.4000	6.6667	
111	9.8000	11.4000		11.8000	9.6667	

N 20

N 10

N 5

N 5

N 3

N 3

TABLE 14

SUMMARY OF MEANS FOR POST-INSTITUTE QUESTIONNAIRE VARIABLES
FOR ENROLLEES AND CONTROLS BY ORIGINAL THEORETICAL ORIENTATION

VAR NO	Enrollees		Behavior	Control A		Control B
	Self-Concept	Clinical		Self-Concept	Self-Concept	
85	27.1429	24.2222	17.5714	33.7143	20.6667	
86	18.0000	22.0000	23.0000	19.2857	8.3333	
87	14.3571	19.5555	7.1429	15.2357	8.6667	
88	16.5714	11.6667	22.4286	24.0000	21.0000	
89	60.7857	64.7778	61.7143	69.8571	91.3333	
90	1.5714	1.4444	2.1429	2.5714	3.6667	
91	5.7357	5.8889	6.1429	7.8571	6.0000	
92	9.4286	10.3333	10.1429	13.8571	14.8000	
93	18.3571	18.1111	19.0000	11.8571	12.4000	
94	5.2357	5.6667	5.7143	9.4286	9.2000	
95	9.1429	8.5556	7.7143	10.7143	10.6000	
96	16.5000	17.1111	17.4286	13.0000	12.8000	
97	11.0714	11.5556	11.8571	17.2357	15.2000	
98	18.5714	18.5556	17.8571	24.5714	25.4000	
99	34.7143	35.2222	36.4286	24.8571	25.2000	
100	19.5714	18.6667	17.8571	17.2857	17.8000	
101	18.6429	15.6667	16.7143	33.8571	23.8000	
102	21.1429	16.8889	19.1429	30.1429	25.4000	
103	36.4286	35.8889	40.7143	26.4286	16.0000	
104	23.7857	22.6667	24.5714	28.1429	23.2000	
105	28.3571	31.2222	28.0000	31.5714	26.4000	
106	22.2857	23.7778	26.1429	25.1429	17.8000	
107	31.8571	34.3333	35.5714	35.7143	30.8000	
108	5.2857	6.0000	8.4286	9.0000	5.0000	
109	15.7143	14.3333	16.0000	15.4286	11.6000	
110	6.7857	8.4444	7.5714	9.4286	6.4000	
111	10.5000	11.5556	8.4286	12.0000	10.8000	

Figure 10

**SUMMARY APPLICANT CHARACTERISTICS AND DIFFERENCES BY
THEORETICAL ORIENTATION**

Item	Clinical	Self-Concept	Behavioral
School Assignment	Tend to be District Oriented		Tend to be Elementary Oriented
Credentials		Tend to hold more credentials	Tend to hold fewer credentials
Community		Tend to service smaller communities	Tend to service larger communities
Internship		Tend towards longer internships	Tend towards shorter internships
Membership in Professional Organizations	Closer identification with APA	Less identified with APA Greater identification with APGA & State Guidance Associations Greater involvement with State School Psychology Assns.	Lesser identification with APGA & State Guidance Associations
Course work	Lowest Undergraduate GPA	Most courses taken	Fewest courses taken
Experience			Least years of experience
Age	Tend to be Older		Tend to be Younger
Referrals		Tend towards more referrals	
Testing			Tend towards less testing
Report Writing			Tend towards fewer reports
Individual and Group Counseling		Tend towards the most counseling	
Conferences		Tend towards the least conferences	

Figure 10 -- Continued

<u>Item</u>	<u>Clinical</u>	<u>Self-Concept</u>	<u>Behavioral</u>
Clinical Diagnosis & Total Scales		Tend to be lowest	
Behavioral Diagnosis, Treatment and Total			Tend to be highest
Clinical Concept Check List	Tend to be highest		
Self-Concept Check List		Tend to be highest	
Behavioral Concept Check List			Tend to be highest
Services to School as Whole			Tend to be highest
Services in Research			Tend to be highest
Services to Community			Tend to be highest
Examination Barclay- Catterall	Tend to be highest	Tend to be lowest	
Examination Goodwin- Garvey	Tend to be lowest	Tend to be highest	

Part II. Correlational Relationships

In the process of analyzing the data from the institute several major correlational matrices were obtained. The first of these matrices, hereafter referred to as 'A', correlated the 89 variables from the pre-testing instruments for all 111 completed cases. The second matrix, hereafter referred to as 'B', was a correlation matrix of selected pre-institute variables with the first behavioral ratings obtained from the analysis of the video-tapes on the second day of the institute. This matrix was completed for the 38 participants and controls. The third matrix, hereafter referred to as 'C', correlated pre-post measures for the same 46 participants and controls with behavioral ratings obtained on the field testing. (See Appendix 3).

In a report such as this, it is obviously impossible to report all significant correlations. The writer has decided to report some general observations about selected variables, and to relegate the correlation matrices to a separate appendix. In this manner, the reader who wishes to obtain some general information will receive this from the following section. The reader more interested in specific comparisons and analyses may consult the appropriate appendix.

The general discussion here will center on the following problems: 1) demographic variables, 2) pre-test institute variables, 3) evaluation criteria, 4) pre-post comparisons with behavioral criteria. All correlations reported in the text of this report are significant at the .05 level or the .01 level. Since a variable number of cases were present

1. Matrix 'B' will be used in this discussion unless otherwise indicated.

in a number of items correlated, the exact number for any specific correlation may be found in the correlational matrices where it is reported in parentheses below the correlation.

1. Demographic Variables²

A question of interest to those who conduct training programs is to what extent variables of age, course-work completed, years of school experience etc., are related to personality and criterion variables. The grade-point average, which has long been regarded as a most important predictor of success in academic programs, had little meaningful relationship to other variables in these matrices. The undergraduate grade-point average correlated significantly only with one other variable i. e. the final examination in Social Behavioral Learning (.37) given by Drs. Goodwin and Garvey. The graduate grade-point average showed significant negative relationships with a number of behavioral rating categories, as well as a negative relationship with the social scale of the VPI (-.29). One can tentatively conclude from these relationships that the graduate grade-point average, far from predicting success in behavioral analysis, is actually negatively related to it.

The number of graduate courses taken as a preparation for school psychology correlated positively with the PPQ treatment self-concept scale and the CL self-concept scale (.30, .36). A negative correlation with the VPI social scale was seen (-.29). Thus one might state that the

2.

Hereafter the various instruments will be abbreviated as follows:

VPI	<u>Holland Vocational Preference Inventory</u>
TA	<u>Time Analysis Form</u>
PPQ	<u>Psychological Practices Questionnaire</u>
PPI	<u>Psychological Practices Inventory</u>
CL	<u>Concept Check List</u>
BR	<u>Behavioral Ratings</u>

more courses taken as a preparation for school psychology, the higher the self-concept orientation, and the lower the social interests. A similar pattern emerges with correlations obtained for the total number of graduate courses taken in all areas, with these additional difference that total graduate courses correlate positively with the amount of time spent by enrollees in institute preparation. There are also negative relationships observed between total number of graduate courses taken and the VPI realism and masculinity scales (-.37, -.38).

Age and years of school experience are other variables which could conceivably relate to personality and criterion outcomes in a study such as this one. The age of the individuals studied was related to years of experience as a teacher or counselor (.45), and to all years of school experience (.58). It was also related significantly to the CL clinical and self-concept scales (.30, .38), to the enrollees' final evaluation of the institute (.37), the examination in appraisal of social interaction (.47) and to the VPI self-control and infrequency scales (.40, .44). It was negatively related to the VPI masculinity scale (-.46).

Thus in summary, one could conclude that the grade-point averages are relatively useless in predicting approximation of behavioral criteria in an institute such as this. One could also note that scores on the VPI masculinity and social scales tend to decline in relationship to courses taken, and that a by-product of graduate education - at least in this sample - is movement towards a clinical, self-concept orientation, growth in self-control, more feminine interests, and decline in concrete realistic interests. Further, it is apparent that the older the enrollees were, the more they valued the experience of the institute and the more time

they put in for study and preparation. These conclusions are somewhat contrary to what has ordinarily been assumed in most graduate training programs where heavy reliance has been placed on high grade-point averages and young candidates.

2. Pre-Institute Test Variables

This section will discuss the relationships found between the theoretical instruments administered to all applicants prior to the institute. Reference is made to 1) the Time Analysis Form (TA) which surveyed the manner in which the applicants spent their time during the month of February, 1967, 2) the Psychological Practice Questionnaire (PPQ), which obtained scores relating to clinical, phenomenological (self-concept) and behavioral alternatives towards diagnosis and treatment, 3) the Concept Check List (CL) referring to the usability of various clinical, phenomenological and behavioral terms in school psychology, and 4) the Psychological Practices Inventory (PPI) which surveyed attitudes, real and ideal towards various commitments in and out of the school system.

With regard to the Time Analysis Form, the number of referrals obtained was found to correlate positively with the number of cases tested (.37) and negatively with the PPI service towards the community (ideal) (-.39). The number of cases tested correlated positively with the number of reports written (.72). The number of individual and group counseling sessions indicated was negatively correlated with the PPQ diagnosis behavioral scale (-.32) and the PPQ total behavioral scale (-.31). There was a positive correlation with the PPQ clinical treatment scale. The number of conferences held by the applicants and enrollees correlated positively with the number of reports written (.33), the PPQ total behavioral

scale (.31), the CL clinical and behavioral scales (.32, .31), the PPI services to the individual and community from the realistic point of view (.37, .39), and with the VPI conventional, enterprising and artistic scales (.35, .42, .31).

These relationships make a good deal of sense if one considers the present functioning of the school psychologist. For many school districts judge the adequacy of school psychological services in direct proportion to the number of cases tested and reports written. If a school psychologist is obtaining a number of referrals, he is also doing a good deal of testing, and consequently report-writing. However, it is apparent that this role model and function fits in more adequately with the clinical and possibly self-concept theoretical points of view than with the behavioral outlook. For the behavioral approach to school psychology emphasizes more conferring with teachers and school personnel and deemphasizes the testing, report-writing and individual or group therapy sessions. For this reason the negative correlations obtained with behavioral measures suggest the validity of the inventories themselves from a construct validity point of view.

The Psychological Practices Questionnaire and the Concept Check List were two alternate methods of attempting to measure theoretical orientation. They will thus be discussed together at this point. Here, one is interested in determining the relationships between scale variables. Subsequently in this chapter the relationship to criterion variables will be discussed. It was hoped that if the instruments were valid from a construct point of view they should show appropriate correlations. This hope was substantiated.

The PPQ diagnosis clinical scale correlated negatively with the PPQ diagnosis self-concept (-.52), with the PPQ diagnosis behavioral scale (-.37), and with the CL self-concept and behavioral scales (-.45, -.37). The PPQ diagnosis clinical scale showed significant positive correlations with the CL clinical scale and the VPI social scale (.81, .32). In the first behavioral ratings, the PPQ diagnosis clinical scale correlated negatively with the frequency of structured explanation responses and the definition of the problem behavior (-.29, -.30). Similar results were obtained for the PPQ treatment clinical and PPQ total clinical scales with the addition that the PPQ clinical treatment scale also correlated with the number of reports written, and non-specific strategies implemented in the behavioral data.

These findings would suggest that both the PPQ and CL clinical scales were tapping similar areas with regard to diagnostic decision-making and utility of given terms. Applicants or enrollees who were high scorers on the clinical scales tended to be more social and artistic in their interests as measured by the VPI. With regard to behavioral categories, these same high scorers tended to manifest far fewer structuring responses or definition of problem-behavior responses in interviewing teachers. They also tended to utilize more non-specific strategies in specifying treatment alternatives.

The PPQ diagnosis and treatment self-concept scales, aside from the negative relationships already mentioned in regard to the clinical scales, shows a positive relationship to number of courses taken in school psychology (.30), and to the behavioral rating categories of structuring responses in explaining interviewing procedures (.30), and assessment

of consequent conditions (.33). These scales show a negative relationship to years of experience as a teacher or counselor (-.31) and to all years of school experience (-.37).

These relationships might suggest that the self-concept orientation is primarily a by-product of graduate education. For the negative correlations to school experience would seem to indicate that individuals trained in school psychology more recently would tend to be higher on self-concept or phenomenological theory scales.

The PPQ diagnosis and treatment behavioral scales, aside from being negatively related to the clinical scales and some of the TA items, show a host of negative relationships to VPI variables including realism (-.51), intellectual (-.32), social (-.29), conventional (-.33), and masculinity (-.40) scales. There are also many positive correlations with behavioral rating dimensions specifically related to the behavioral approach such as assessment of antecedent conditions (.40), and sum of behavioral responses (.35).

These reported correlations tend to substantiate the fact that theoretical orientations do reflect differences in behavioral style. More of this will be discussed later on, but by way of commentary on these correlational relations, the writer would like to relate some empirical observations. Some ninety interviews with teachers were held by psychologists. In watching and listening to these ninety interviews, it was apparent that behavioral styles vary in accordance with some personality and theoretical variables.

For example, individuals who were high scorers on clinical preferences tend to establish and foster an air of mystery about their procedures.

They do not tend to structure the situation clearly for the teacher. They also tend to focus less on concrete strategies of remediation, and more on dynamic or unspecified assessment procedures. More often they appear to be probing teachers directly influencing the outcomes of teacher elaboration by their verbal and non-verbal cues. In one such interview, the psychologist who was high on clinical orientation appeared relatively non-involved until the teacher mentioned the fact that the subject under discussion drew pictures about other children. At this point, the psychologist abruptly leaned forward, showed evident interest and queried: "What kinds of pictures?" Another example of this approach was a psychologist who was evidently forming an hypothesis about aggression as a symptom of home disturbance. The more he probed in this area, the more the teacher tended to use his terminology and elaborate on details which she appeared to believe would interest him. Clinicians also tend to foster a phenomenon which asserts non-verbally that they are an authority weighing evidence in some skillful but undetermined manner. For example clinicians (and others too, to some extent) tend to say: "Um hum" in a mysterious manner which conveys non-verbally the impression: "You have just said something most important, but I am not going to let you know what it is."

Individuals with a self-concept orientation tend to be more non-directive once they have structured the interview, allowing teachers to express their feelings and insights. The interview here often takes on more of the impression of a counseling interview with the teacher rather than a diagnostic information-seeking interview. As a result, very often the interviews of the self-concept group failed to issue in any definitive closure.

The behavioral-oriented psychologists were more matter of fact and dealt more specifically with behavioral phenomena and contingencies. Actually, the correlation relationships tend to show the greatest opposition between clinical and behavioral methods and strategies. There were also differences observed in lesser degree between the clinical and self-concept approaches, but there did not appear to be such an opposition between behavioral and self-concept groupings. Possibly this is due to the fact that both the clinical and behavioral approaches do have a rather clear-cut set of interviewing objectives relating to diagnosis and treatment, whereas the self-concept orientation, almost by definition, is opposed to diagnosis in the traditional approach. Clinical and behavioral approaches tend to be the polar opposites with the self-concept orientation reflecting a more "common-sense" and "pragmatic" outlook framed broadly within a counseling context.

The Psychologist Practice Inventory (PPI) included 39 items that subjects rated from 1 to 4. The items were divided into four sections including: 1) services to the student, 2) services to the school, 3) services to the community, and 4) research. Each applicant was asked to rate these items from a realistic point of view (the way the specific service is being done now,) and from an idealistic point of view (the way he might wish to see it be done). Marion (1968)² in a study of this inventory and other pre-institute instruments found that the ideal and real dimensions of the instrument correlated fairly highly. As a result,

2 Some of his findings relative to this instrument and other institute research will be reported in a following chapter.

the discussion here will concern itself simply with some remarks about relationships observed between the realistic dimensions and some of the other variables.

Services to the individual student was found to relate significantly to the TA number of conferences (.37), to the VPI artistic scale (.38) and to other dimensions of the PPI i. e. services to the school as a whole (.53), to the community (.48) and to research (.35). Service to the school as a whole showed a positive correlation with the PPQ total clinical scale (.29), and a negative correlation with the PPQ total self-concept scale (-.29). Attitudes towards research correlated positively with the score obtained from the confidential evaluation form (.40), and services to the community as a whole showed a positive correlation with the TA number of conferences (.39).

In terms of the behavioral criteria, items from the PPI tended to show positive correlations with ratios relating to non-specific strategy over sum of strategy responses (.33) and negative relationships to behavioral strategy over sum of strategy responses (-.33).

3. Evaluative Criteria

There were a number of possible criteria for judging the effectiveness of this institute. Some were subjective and others were objective. Enrollee mid-institute and post-institute evaluations of the institute program were considered subjective criteria. Closing institute examinations were considered objective measures, and field-test behavioral ratings were considered the most objective criteria. Table 14 presents a correlation matrix with selected criterion and personality variables. It also provides information

regarding the inter-correlations of the VPI within the scale itself and to selected criterion variables. Only the 14 behavioral ratio categories are included in this correlation matrix.

The following is a list of the variables as coded for Table 14:

1. Age
2. No. of Grad. Courses
3. No. of Cases Tested
4. No. of Reports Written
38. Mid-Term Eval
40. Final Eval.
42. Final Exam. Meas.
43. Final Exam. Learn.
44. HVI Realistic
45. HVI Intellectual
46. HVI Social
47. HVI Conventional
48. HVI Enterprising
49. HVI Artistic
50. HVI Self Control
51. HVI Masculinity
52. HVI Status
53. HVI Infrequency
54. HVI Acquiescence
76. Rapport over Sum of Structure
77. Explanation over Sum of Structure
78. Behavioral Assessment over Sum Assessment
79. Neutral Responses over Sum of Assessment
80. Dynamic Assessment over Sum of Assessment
81. Behavioral Strategy over Sum of Strategy
82. Non-Specific Strategy over Sum of Strategy
83. Dynamic Strategy over Sum of Strategy
84. Sum of Structure over Total Responses
85. Sum of Assessment over Total Responses
86. Sum of Strategy over Total Responses
87. Sum of Behavioral Responses over Total
88. Sum of Neutral Responses over Total
89. Sum of Dynamic Responses over Total

TABLE 14

CORRELATION MATRIX SELECTED CRITERION AND PERSONALITY VARIABLES AS RELATED TO FIELD TEST DATA

	1	2	3	4	38	40	42	43	44	45	46	47	48	49	50	51	52	53	54	76	77	78	79	80	81	82	83	84	85	86	87	88	89
1	08	25	06	12	05	-09	-24	37	-15	07	12	08	03	-09	-08	18	07	-15	12	-22	-17	-18	23	-04	-25	-09	-03	-01	00	01	-22	26	00
2	06	-01	-14	00	-14	00	-17	-10	00	-16	-29	-04	08	24	-05	-13	02	-25	15	04	-04	-13	26	-15	-27	-16	16	-13	27	-23	-19	24	00
3	-10	-18	28	-10	-18	00	-11	-04	-01	-02	-29	00	-08	04	-12	02	-13	05	05	04	14	-19	15	11	-09	-33	15	08	-08	00	-14	07	15
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Enrollees and controls (N varies from 30 to 49)
if computed on 28

.361 = .05
.449 = .01

Note: Decimals omitted, and underlined coefficients are significant at .05 level or better.

It will be noted that the final evaluation of the institute by the enrollees correlates significantly with VPI scales of enterprising and artistic dimensions (.46, .39). Intercorrelations with the behavioral rating categories show many high positive and negative correlations indicating the consistency and opposition of behavioral, neutral and dynamic response categories (see variables 87, 88, and 89.)

In terms of correlations with other variables not reported in this matrix, it was found that the total evaluation of the institute program by the enrollees was related to the TA number of cases tested and reports written (.31, .41) and to CL clinical and self-concept scales (.47, .46).

With regard to the examinations themselves, the examination by Barclay and Catterall in assessment procedures correlated positively with the TA individual and group counseling sessions (.39) and the CL self-concept scale (.37). Goodwin and Garvey's examination in social learning theory correlated with the undergraduate grade-point average (.37) and the PPQ diagnostic and total self-concept scales (.53, .33). As has been mentioned earlier, in view of the low correlation between the two examinations (.15) it is most likely that the specificity of the learning examination in terms of new behavioral terms may have separated the enrollees in terms of their ability to memorize new terms and apply new principles.

4. Pre-Post Comparisons of Selected Variables with Behavioral Criteria

With regard to the behavioral ratings of video and audio tapes, many of the significant relationships to demographic pre-institute theoretical and VPI variables have been mentioned already. As was also mentioned earlier, two separate correlational analyses were completed in relationship

to behavioral rating criteria. Matrix "B" was a correlation matrix of selected pre-institute variables with the first behavioral ratings obtained from the analysis of the video-tapes on the second day of the institute. Matrix "C" correlated certain pre-institute measures with the behavioral ratings obtained on the field testing.

The comparison of these two sets of correlations is useful for several reasons: 1) the pre-post comparisons - even with the institute treatment attenuating correlations - provide some measurement of the reliability of the instruments, and 2) the intercorrelations for the pre-institute systems questionnaires and initial behavioral data provide a predictor-criterion set of measurements relating both to initial performance and final performance.

Table 15 presents pre-post correlations between the PPQ and the CL dimensions. Table 16 reports intercorrelations between each of the dimensions of the PPQ and CL for both pre and post-testing.

As can be seen from Table 16, nearly all of the pre-institute scales correlate significantly with the post-institute scales with the exceptions of the PPQ diagnosis self-concept, treatment clinical and eclectic total scales. Though this is certainly not equivalent to Kuder-Richardson reliability coefficients, particularly in view of the correction which would be necessary for the attenuating treatment intervention, these correlations would support a statement that self-concept diagnosis, clinical treatment and the placebo eclectic scale have a less consistent rationale than some of the other scales. This is consistent with the philosophical contention that phenomenological theory is by definition imprecise in diagnosis, and clinical treatment procedures are far more contextual and intuitive than behaviorally ordered.

CORRELATIONS OF CLINICAL MEASURES PRE-TEST VERSUS POST-TEST

N based on 46 - 49
df computed on 45

.05	=	.20
.01	=	.37

Note: Decimals omitted, and underlined coefficients are significant at .05 level or better.

TABLE 16

PRE AND POST CORRELATIONS ON PSYCHOLOGICAL PRACTICES QUESTIONNAIRE AND CONCEPT CHECK LIST

P R E T E S T	P O S T T E S T												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Diagnosis Clinical	<u>44</u>	-28	-01	22	-13	-13	<u>41</u>	-25	-07	-03	27	-04	13
2. Diagnosis Self-Concept	-18	26	-34	-01	<u>28</u>	-12	-12	<u>32</u>	-27	20	11	<u>39</u>	-29
3. Diagnosis Behavioral	-23	-14	<u>43</u>	-24	-38	<u>38</u>	-29	-30	<u>46</u>	-05	-42	-41	<u>30</u>
4. Treatment Clinical	06	09	-14	27	-18	05	20	-01	-06	-18	04	-01	15
5. Treatment Self-Concept	-20	10	-13	-04	<u>32</u>	-31	-15	22	-23	<u>32</u>	09	24	-30
6. Treatment Behavioral	00	-25	13	-14	-13	<u>30</u>	-09	-25	26	02	-04	-09	19
7. Total Clinical	<u>33</u>	-14	-10	<u>31</u>	-19	-07	<u>40</u>	-17	-09	-12	19	-03	17
8. Total Self-Concept	-22	22	-29	-03	<u>36</u>	-25	-16	<u>32</u>	-30	<u>31</u>	12	<u>38</u>	-35
9. Total Behavioral	-13	-25	<u>38</u>	-27	-35	<u>45</u>	-25	-36	<u>46</u>	00	-30	-33	<u>34</u>
10. Total Eclectic	07	18	-02	-06	24	-17	01	24	-10	-18	-03	-01	-17
11. Check List Clinical	10	15	-04	19	07	-04	18	14	-05	-35	<u>62</u>	<u>38</u>	07
12. Check List Self-Concept	-06	<u>34</u>	-19	<u>28</u>	19	-11	14	<u>36</u>	-17	-35	<u>53</u>	<u>50</u>	-10
13. Check List Behavioral	-21	-02	20	02	-32	23	-12	-16	24	-06	01	06	<u>34</u>

N = 46

.05 = .28

.01 = .37

Note: decimals omitted, and underlined coefficients are significant at .05 level or better.

Table 17 reports correlations between the pre-institute Psychological Practices Questionnaire and Concept Check List on the one hand, and the summary dimensions of the behavioral ratings on the other. Two sets of correlations are reported. The first set indicates the correlation between the various systems scales and the results of the first behavioral analysis of video-taping done on the second day of the institute. The second set of correlations (reported in parentheses) refer to correlations between the pre-institute systems variables and the behavioral ratings obtained on the field testing tapes.

Since the institute program intervened between the two sets of correlations it should be feasible to answer two questions through the inspection of these data:

1. What is the relationship of the two systems questionnaires to initial behavioral practice in psychologist-teacher referral interviews?
2. What changes occur between initial systems predictors and subsequent behavioral practice variables as a result of the intervening variable of the institute?

With regard to the first question, (first set of correlations) it would appear that the systems variables were initially related very highly to behavioral categories. Individuals scoring highly on the clinical scales tended to use fewer strategy responses and structuring responses. They tended conversely to favor assessment responses over other responses. The CL clinical scale showed significant positive relationships to both dynamic assessment responses and the total proportion of dynamic responses made.

Few significant relationships were observed for the self-concept scales. The PPQ self-concept diagnosis scale showed a significant

negative relationship with total assessment responses. Thus the high scoring phenomenologist tended to use fewer assessment responses - in contrast with the clinician. On the CL a significant positive relationship was seen with number of structure responses made.

On the behavioral scales of the PPQ significant positive correlations are observed between the PPQ behavioral diagnosis scale and the proportion of neutral responses made in assessment, and proportion of structure responses over total responses. Significant negative correlations were observed between the PPQ behavioral scales and proportion of assessment over total responses and proportion of dynamic responses over total responses.

Thus in summary it would appear that high scorers on the clinical scales tend to make more assessment and dynamic responses while making fewer strategy and structural responses. High self-concept scorers do not favor assessment responses though they tend to make a number of structuring responses. High behavioral scorers tend to prefer neutral and structure responses and spend considerably less time on assessment and dynamic responses. In view of the fact that the behavioral rating categories were not devised until after the completion of the institute, and the behavioral concomitants of theoretical systems had been only speculated over, these kinds of data suggest strongly that cognitive systems related to theoretical points of view do issue in quite tangible behavioral outcomes. In short, these data would support the contention that the PPQ and CL are valid predictors of behavioral outcomes relating to clinical, self-concept and behavioral styles of school psychologists.

The second question is concerned with the possible changes observed between the systems variable and first video-taping behavioral criteria on the one hand and the systems variables and field-testing behavioral criteria

on the other. An inspection of the compared coefficients of correlation variable by variable indicates that there are many dramatic changes. One observes that significant positive or negative correlations with the first video-taping data tend to be reduced to insignificant ones or even to changes in signs. For example, the earlier high correlation between the PPQ diagnosis clinical scale and assessment response declines from .53 to .01. Similarly, for the same variable one notes that the high negative correlation on proportion of strategy responses over total responses changes from a $-.43$ to a $+.21$. This would indicate to the writer that individuals with a high initial clinical orientation decreased the amount of their assessment responses and increased substantially the number of strategy responses.

Within the self-concept frame of reference there is a general decline in correlation coefficients as seen for pre-post comparisons of correlations for the self-concept scales and behavioral ratings. Conversely, there is a general increase in correlation coefficients for the behavioral scales. For example, on the PPQ diagnosis behavioral scale a change from $-.21$ to $.43$ is seen in relationship to the sum of behavioral assessment responses over total assessment responses, and a change from $.33$ to $-.22$ in number of neutral responses over the sum of assessment responses. In summary then, changes in the correlation coefficients indicate rather dramatically changes in behavioral dimensions.

Part III. Factor-Analytic Studies of Applicants and Enrollees

The final section of this chapter relates to two factor-analyses which were completed at Stanford University for the writer. Since factor analysis and the obtaining of regression equations are primary derivations

from correlational studies, it seems logical to include the results of these statistical operations at this point to effect some type of closure related to this long discussion of descriptive and correlational relationships.

1. Method

Two separate factor analyses were completed and a set of regression equations was obtained for each of the criteria of the institute. The first factor analysis was completed on 83 applicants to the institute where complete data was available and included 59 variables drawn from the pre-institute battery. These included the Psychologists' Questionnaire, the Psychological Practices Questionnaire, the Time Analysis Inventory, and the Psychological Practices Inventory. The second factor analysis was completed for the enrollees and active controls only (39 individuals) and included not only the pre-testing data cited above but also the post-test data on some of the instruments. A total of 64 variables were included in this analysis. Finally, regression equations were obtained for each of 18 possible criterion variables.

2. Findings

Table 18 reports 12 factors obtained after rotation on 97 available applicants. These 12 factors account for 61 per cent of the total variance. Additional factors were not analyzed since they accounted for less and less of the variance and analysis did not appear warranted. Loadings on each of the factors are reported where they are above .40. Descriptive names were given to the factors which were identified insofar as it was possible to extrapolate from the loadings.

TABLE 18

HIGHEST LOADINGS OF FACTORS AFTER ROTATION, 83 AVAILABLE APPLICANTS

Factor I (8.4% of Variance) Self-Concept Orientation		Factor II (7.6% of Variance) Unsophisticated School Psychology Preparation	
Pre-Test Self Concept Total	.91	No. Years as Elementary Counselor	.40
Pre-Test Self-Concept Treatment	.86	No. Grad. Courses Taken	-.81
Pre-Test Self-Concept Diagnosis	.74	Total No. of Grad. Courses Taken	-.81
Pre-Test Total Eclectic	.40	Total No. Years Exp. School Psychol- ogist or Psychometrist	-.74
		No. Grade Courses for School Psych.	-.45
		Years of Experience in private practice	-.45
Factor III (6.3% of Variance) Age and School Experience		Factor IV (6.1% of Variance) Service Orientation	
Total No. Years of All School Experience	.90	Pre-Test Services to Community Real	.81
Total No. Years as Teacher or Counselor	.77	Pre-Test Services to School as a Whole Real	.78
No. Years as Secondary Teacher	.56	Pre-Test Services in Research Real	.72
Age	.56	Pre-Test Services to Individual Real	.68
No. Years as Elementary Teacher	.55	Pre-Test Services to Community Ideal	.42
Factor V (5.5% of Variance) Lack of Ancillary School Personnel		Factor VI (5.0% of Variance) Anti-Behavioral Orientation	
No. of Counselors and Guidance Workers in District	-.97	Pre-Test Total Behavioral	-.92
No. Years Experience as Admini- strator	-.96	Pre-Test Behavioral Treatment	-.80
No. Psychiatrists in School Dist.	-.94	Pre-Test Behavioral Diagnosis	-.80
Factor VII (4.8% of Variance) Clinical Orientation		Factor VIII (4.3% of Variance) Tradition Test Orientation	
Pre-Test Clinical Total	.93	No. of Cases Tested	.79
Pre-Test Clinical Treatment	.83	No. of Reports Written	.69
Pre-Test Clinical Diagnosis	.76	No. of Referrals Received	.68
		No. of School Social Workers in Dist.	.53
		No. Hearing Therapists in Dist.	.45
Factor IX (3.9% of Variance) Special Education Orientation		Factor X (3.4% of Variance) Unsophisticated Psychological Background	
No. Years Experience in Special Education	.56	Pre-Test Self-Concept Check List	.77
Research Services Ideal	.46	Pre-Test Clinical Check List	.58
No. School Psychometrists in Dist.	.45	Pre-Test Behavioral Check List	.41
		No. Speech Correctionists in Dist.	-.40

continued next page

TABLE 18 - continued

Factor XI (3.2% of Variance) Secondary Adult Orientation		Factor XII (3.0% of Variance) Unnamed	
No. Years Experience as Secondary Counselor	.82	Total Services Individual Ideal	.75
No. Years Hospital Experience	.54	No. School Doctors in District	.59
No. Individual and Group Counseling Experiences	.47	No. School Social Workers in District	.40
No. Years Experience as Secondary Teacher	.45	No. Years Experience as Elementary Counselor	.40
No. Research Activities	.41		
No. Years Experience as Elementary Teacher	-.46		

NOTE: Loadings below .40 not reported.

Total amount of variance accounted for by 12 factors .61%.

No. of variables 59 No. of cases 83.

TABLE 19

HIGHEST LOADINGS OF FACTORS AFTER ROTATION, 39 PARTICIPANTS AND
ACTIVE CONTROLS

Factor I (12.76% of Variance)		Factor II (11.2% of Variance)	
Residual Clinical Orientation		Original School Service Orientation	
Post-Test Clinical Total	.84	Pre-Test Services to Community Real	.87
Post-Test Clinical Diagnosis	.73	Pre-Test Services to Community Ideal	.73
Post-Test Clinical Treatment	.62	Pre-Test Services School Real	.69
Post-Test Behavioral Total	-.88	Pre-Test Services to Individual Real	.57
Post-Test Behavioral Diagnosis	-.83	Pre-Test Services in Research Real	.54
Post-Test Concept Check List Behavioral	-.72	Pre-Test Services to Individual Ideal	.53
		Pre-Test Services School Ideal	.43
Factor III (9.2% of Variance)		Factor IV (6.9% of Variance)	
Original Clinical Orientation		Experience: Age & Yrs. of School Work	
Pre-Test Clinical Total	.59	Total No. of Years of School Exper.	.82
Pre-Test Clinical Treatment	.50	Total No. of Years as Teacher or Counselor	.70
Pre-Test Clinical Diagnosis	.43	Age	.58
Pre-Test Self-Concept Total	-.90	Pre-Test Eclectic Total	.54
Pre-Test Self-Concept Treatment	-.88	Pre-Test Concept Check List Behavioral	-.40
Pre-Test Self-Concept Diagnosis	-.60		
Post-Test Total Eclectic	-.51		
Factor V (5.9% of Variance)		Factor VI (5.1% of Variance)	
Experience: Graduate Education-Self-Concept Orientation		Clinical Group Orientation	
Total No. of Courses Taken	.87	Pre-Test Total Clinical	.64
Total No. of Grad. Courses for School Psychology	.85	Pre-Test No. Individual and Group Counseling Contacts	.55
Pre-Test Self-Concept Check List	.76	Pre-Test Clinical Treatment	.54
Post-Test Clinical Check List	.68	Pre-Test Clinical Diagnosis	.50
Post-Test Check List Self-Concept	.60	Post-Test No. Individual and Group Conferences	.44
Post-Test No. Indi. & Grp. Conf.	.47	Post-Test Total Services Individual Real	.43
Post-Test Services School as a Whole Ideal	-.40	Pre-Test Behavioral Total	-.85
		Pre-Test Behavioral Diagnosis	-.70
		Pre-Test Behavioral Treatment	-.64
Factor VII (4.9% of Variance)		Factor VIII (4.7% of Variance)	
Post-Institute Time Allocation		Residual Self-Concept Orientation	
Post-Test No. of Cases Tested	.80	Post-Test Self-Concept Total	.93
Post-Test No. of Reports Written	.80	Post-Test Self-Concept Diagnosis	.85
Post-Test Time Analysis No. of Referrals Received	.65	Post-Test Self-Concept Treatment	.62
Post-Test No. of Conferences	.53	Post-Test Check List Self-Concept	.51
		Post-Test No. of Research Activities	-.43
		Pre-Test No. of Referrals Received	-.40

continued next page

TABLE 19 - continued

Factor IX (4.1% of Variance)		Factor X (3.8% of Variance)	
Research-School Services Ideal		Research-School Services Real	
Post-Test Research Services Ideal	.72	Post-Test Research Services Real	.82
Pre-Test Research Services Ideal	.65	Post-Test Services School Real	.82
Post-Test Services School Ideal	.58	Post-Test Services Community Real	.60
Post-Test Services Individual		Pre-Test Research Services Real	.51
Ideal	.40	Post-Test Services Individual Real	.48
Pre-Test No. of Research Activi.	-.61	Pre-Test No. of Research Activities	.43
		Post-Test Services Community Ideal	.42
Factor XI (3.0% of Variance)		Factor XII (2.9% of Variance)	
Traditional Test-Report Orientation		Evaluation by Superiors	
Pre-Test No. cases tested	.84	Confidential Evaluation Form	.71
Pre-Test No. reports written	.84	Total No. of Years as School	
Pre-Test No. of Conferences Held	.45	Psychologist	-.70
Pre-Test No. Referrals Received	.45		

Note: Loadings below .40 not reported.

Total amount of variance accounted for by 12 factors .75 per cent.

No. of variables 64

No. of cases 39

Tables 20 - 37 report the results of step-wise regression and multiple correlations for four of the evaluation criteria of the institute and the 14 summary behavioral rating categories. Variables used in this analysis refer to the pre-institute questionnaires and inventories plus the post-institute field testing behavioral data.

Inspection of these data supports previous findings. The final evaluation of the institute by the enrollees appears to have been related to their initial clinical orientation and years of counseling experience. The amount of time spent in study and preparation appears to have been related to attitudes towards the community, number of graduate courses taken in the past and testing and referrals obtained. The final examination scores appear to have been related to differential sets of variables. The Barclay-Catterall examination in appraisal of social interaction appears to have been related to factors of age, years of school experience and eclectic orientation. The Goodwin-Garvey examination in social learning principle seems to have been related to both an eclectic orientation and disposition towards consultation and conferences in the functioning of school psychologists.

The analysis of the behavioral ratings confirms the relationship of the theoretical paper-pencil questionnaires and inventories to behavioral categories. Behavioral assessment ratings are directly related to the PPQ treatment behavioral and total eclectic dimensions whereas non-specific and dynamic assessment categories have as their chief source of variance age and school experience variables. Similar findings are found in the strategy categories.

In the summary total categories weighing the proportion of structuring,

assessment, and strategy responses to the total number of responses the clinical influence is seen as a chief source of variance and major correlation factor in the structure and assessment ratios whereas the behavioral preference is seen in the sum of strategy responses over sum of total responses.

TABLE 20

STEP-WISE REGRESSIONFINAL EVALUATION OF INSTITUTE BY ENROLLEES

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	Check List Clinical	.465	.216	.216	7.75
2	Total Years Experience as Counselor	.589	.347	.131	5.42
3	TA No. Reports Written	.636	.405	.057	2.52
4	PPQ Total Eclectic	.675	.456	.050	2.33
5	PPI Research Real	.710	.504	.048	2.32
6	Check List Self-Concept	.744	.554	.049	2.56
7	TA No. Cases Tested	.780	.608	.054	3.04
8	TA No. of Conferences	.799	.639	.031	1.80
* 9		.816	.666	.027	1.61
* 10		.844	.712	.046	3.04
11	TA No. Counseling Experiences	.856	.733	.020	1.38
12	PPQ Total Behavioral	.873	.763	.030	2.17

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 21

STEP-WISE REGRESSIONTIME SPENT BY ENROLLEES: FINAL EVALUATION

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	PPI Community Ideal	.550	.303	.303	12.17
2	Total No. of Grad. Courses Taken	.659	.434	.131	6.29
3	TA No. Cases Tested	.741	.550	.115	6.67
4	TA No. Research Activities	.794	.630	.080	5.46
5	TA No. of Referrals	.845	.714	.083	7.04
* 6		.869	.756	.041	3.90
* 7		.892	.796	.040	4.42
8	Confidential Evaluation Form	.910	.829	.032	3.94
9	PPQ Treatment Self-Concept	.923	.853	.024	3.35
10	TA No. of Conferences	.937	.878	.025	3.95
11	PPI Community Real	.947	.897	.019	3.34
12	PPQ Diagnosis Self-Concept	.954	.910	.012	2.36

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 22

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STEP-WISE REGRESSIONFINAL EXAMINATION - BARCLAY-CATTERALL

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	Age	.471	.222	.222	8.01
2	PPQ Total Eclectic	.612	.375	.152	6.59
3	TA No. Counseling Sessions	.669	.448	.073	3.46
4	Total Years All School Exper.	.716	.513	.064	3.32
5	PPQ Diagnosis Self-Concept	.757	.573	.059	3.36
6	Age (Removed)	.757	.573	-.000	.00
7	Check List Behavioral	.825	.681	.108	8.16
8	PPI Research Real	.856	.733	.051	4.44
9	TA No. Reports Written	.874	.764	.031	2.94
10	PPQ Total Self-Concept	.892	.796	.031	3.24
11	PPQ Services School - Whole Real	.907	.823	.027	3.11
* 12		.929	.863	.039	5.52

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 23

STEP-WISE REGRESSIONFINAL EXAMINATION - GOODWIN-GARVEY

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	TA No. of Conferences	.563	.317	.317	13.02
2	PPQ Total Eclectic	.719	.517	.200	11.20
3	PPQ Diagnosis Self-Concept	.773	.597	.080	5.18
4	PPQ Diagnosis Clinical	.815	.664	.066	4.97
5	PPI Research Real	.846	.716	.051	4.38
6	PPI Services Individual Ideal	.866	.751	.034	3.20
7	Total Years Experience as School Psychologist	.885	.784	.032	3.34
8	PPI Research Real	.900	.810	.026	2.90
9	PPQ Diagnosis Behavioral	.924	.854	.044	6.05
10	PPQ Total Behavioral	.933	.871	.017	2.58
11	TA No. Counseling Sessions	.945	.893	.021	3.58
12	PPQ Treatment Behavioral	.948	.900	.007	1.24

TABLE 24

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STEP-WISE REGRESSIONBEHAVIORAL RATINGS: SUM OF RAPPORT OVER SUM OF STRUCTURE

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
* 1		.626	.393	.393	17.48
* 2		.752	.566	.173	10.39
3	TA Research Ideal	.785	.617	.050	3.32
4	PPQ Diagnosis Clinical	.802	.644	.027	1.82
* 5		.816	.666	.022	1.54
6	Check List Self-Concept	.830	.690	.023	1.68
* 7		.846	.716	.026	1.93
8	PPQ Total Eclectic	.859	.738	.022	1.71
9	TA No. of Referrals	.870	.757	.019	1.49
10	PPQ Treatment Clinical	.884	.781	.024	1.97
*11		.898	.806	.024	2.19
12	Check List Behavioral	.906	.822	.015	1.41

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 25

STEP-WISE REGRESSIONBEHAVIORAL RATINGS: SUM OF EXPLANATION OVER SUM OF STRUCTURE

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
* 1		.434	.188	.188	6.27
2	Check List Behavioral	.614	.377	.189	7.90
3	PPQ Diagnosis Behavioral	.698	.488	.110	5.38
* 4		.756	.572	.084	4.75
5	PPQ Total Self-Concept	.807	.652	.079	5.27
6	TA Cases Tested	.842	.709	.056	4.28
7	Age	.861	.741	.032	2.63
8	No. of Graduate Courses Taken	.875	.766	.025	2.15
9	PPI Services School Whole Real	.892	.796	.029	2.74
10	TA No. Counseling Experiences	.910	.829	.033	3.49
*11		.918	.843	.013	1.48
12	TA Research Real	.926	.857	.014	1.61

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 26

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF BEHAVIORAL ASSESSMENT OVER SUM OF TOTAL ASSESSMENT

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	PPQ Treatment Behavioral	.429	.184	.184	6.11
2	PPQ Total Eclectic	.637	.405	.221	9.67
3	PPI Research Real	.734	.539	.133	7.22
4	PPI Services School Whole Real	.800	.640	.101	6.80
* 5		.838	.703	.062	4.83
6	TA No. of Conferences	.868	.753	.050	4.52
* 7		.883	.780	.026	2.50
8	Check List Behavioral	.896	.802	.022	2.31
9	Age	.912	.832	.029	3.33
10	Total Years School Experience	.933	.870	.038	5.35
11	PPI Services Community as Whole Ideal	.948	.899	.028	4.84
12	No. of Graduate Courses Taken for School Psychology	.960	.921	.022	4.56

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 27

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF NON-SPECIFIC ASSESSMENT OVER SUM OF ASSESSMENT

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value To Enter or Remove
1	Age	.494	.244	.244	8.73
2	PPI Community Services Ideal	.624	.390	.145	6.21
3	PPQ Total Eclectic Scale	.691	.477	.087	4.18
4	PPI Research Real	.757	.574	.096	5.42
5	PPQ Treatment Behavioral	.845	.714	.140	11.27
* 6		.878	.771	.057	5.50
7	Concept Check List Behavioral	.903	.816	.044	5.10
8	TA No. Referrals	.918	.843	.027	3.47
9	Confidential Evaluation Form	.931	.867	.024	3.46
10	PPQ Total Behavioral	.942	.888	.020	3.33
11	No. of Graduate Courses Taken School Psychology	.951	.905	.016	3.01
12	TA No. Cases Tested	.960	.921	.016	3.41

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 28

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STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF DYNAMIC ASSESSMENT OVER SUM OF
ASSESSMENT

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to En- ter or Remove
1	Total All Years School Ex- perience	.454	.206	.206	7.03
2	PPQ Diagnosis Self-Concept	.621	.385	.179	7.59
3	PPQ Diagnosis Clinical	.723	.523	.138	7.24
4	PPI Research Ideal	.838	.702	.178	14.43
5	No. of Graduate Courses for School Psychology	.870	.757	.054	5.14
6	PPQ Diagnosis Behavioral	.887	.788	.031	3.23
7	PPI Community Services Real	.902	.814	.026	2.97
8	PPI Services School Whole Real	.925	.855	.041	5.72
* 9		.941	.886	.030	5.09
10	Undergraduate grade Point Average	.958	.917	.031	6.89
11	PPI Community Services Ideal	.971	.943	.026	7.92
12	TA Cases Tested	.978	.957	.013	5.06

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 29

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF BEHAVIORAL STRATEGY OVER SUM OF
STRATEGY

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to En- ter or Remove
* 1		.540	.292	.292	11.15
2	Total years all School Experience	.623	.388	.096	4.08
3	TA No. of Conferences	.685	.469	.080	3.80
4	PPI Services Individual Real	.763	.583	.113	6.55
5	Graduate Grade Point Average	.805	.648	.065	4.27
6	Check List Clinical	.848	.720	.071	5.65
7	PPI Services School Whole Ideal	.869	.755	.035	3.01
8	No. Graduate Courses in School Psychology	.898	.806	.051	5.30
* 9		.914	.836	.029	3.46
10	TA No. Reports Written	.930	.864	.028	5.77
11	TA No. Referrals Received	.947	.896	.032	5.28
* 12		.960	.922	.025	5.27

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 30

179b

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF NON-SPECIFIC STRATEGY OVER SUM OF STRATEGY

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	Total Years of Experience as a Counselor	.397	.157	.157	5.06
* 2		.535	.286	.128	4.68
3	PPQ Diagnosis Self-Concept	.629	.396	.110	4.56
4	TA No. of Reports Written	.689	.474	.077	3.56
5	Graduate Grade Point Average	.719	.517	.042	2.02
6	PPQ Treatment Self-Concept	.747	.558	.040	2.02
7	TA No. Research Activities	.775	.601	.043	2.30
8	PPI Services Individual Real	.799	.638	.037	2.05
9	TA No. Cases Tested	.812	.659	.021	1.17
* 10		.837	.701	.041	2.51
11	Total No. Grad. Courses Taken	.852	.726	.025	1.56
12	Check List Clinical	.876	.767	.040	2.80

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 31

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF DYNAMIC STRATEGY OVER SUM OF TOTAL STRATEGY

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	PPQ Total Self-Concept	.427	.182	.182	6.02
2	Confidential Evaluation Form	.562	.316	.133	5.09
3	Check List Behavioral	.605	.367	.050	1.99
4	TA Research Activities	.664	.441	.074	3.18
5	PPI Services School Whole Real	.702	.492	.051	2.34
6	PPI Services School Whole Ideal	.731	.534	.041	1.96
7	No. Grad. Courses School Psych.	.763	.582	.048	2.42
8	G. P. A. Graduate	.788	.621	.038	2.03
9	TA No. Counseling Experiences	.807	.651	.030	1.66
10	PPI Services Community Real	.819	.671	.019	1.07
11	PPQ Treatment Clinical	.836	.699	.028	1.59
12	Total Years Experience as Counselor	.857	.735	.036	2.18

TABLE 32

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF STRUCTURE RESPONSES OVER SUM OF
TOTAL RESPONSES

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	PPQ Total Clinical	.409	.167	.167	5.43
2	PPI Services Individual Real	.564	.318	.151	5.77
3	PPQ Diagnosis Behavioral	.665	.442	.123	5.53
4	PPI Community Ideal	.714	.510	.067	3.32
5	TA No. Research Activities	.769	.591	.081	4.57
6	PPI Services School Whole Real	.824	.679	.087	6.01
7	PPI Services Community Real	.854	.730	.051	4.00
8	TA No. Counseling Experiences	.878	.771	.040	3.52
* 9		.899	.808	.037	3.68
* 10		.931	.867	.058	7.95
11	No. of Graduate Courses School Psychology	.948	.900	.033	5.70
* 12		.962	.925	.025	5.42

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 33

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF ASSESSMENT RESPONSES OVER SUM OF
TOTAL RESPONSES

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to Enter or Remove
1	PPQ Total Clinical	.395	.156	.156	5.01
2	PPI Services Individual Real	.608	.369	.213	8.78
3	PPI Services Community Real	.666	.444	.075	3.37
4	TA No. Research Activities	.719	.517	.072	3.60
5	TA No. Counseling Experiences	.761	.579	.052	3.39
* 6		.790	.625	.045	2.69
7	Graduate Grade Point Average	.827	.685	.059	3.99
8	PPI Services Individual Ideal	.847	.718	.033	2.39
9	PPI Services School Whole Real	.871	.759	.040	3.23
* 10		.880	.775	.015	1.25
* 11		.880	.775	-.000	.00
12	TA No. of Reports Written	.890	.792	.017	1.48

* Relates to some teacher variables non-relevant to this analysis and inadvertently left in the matrix.

TABLE 34

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF STRATEGY RESPONSES OVER SUM OF
TOTAL RESPONSES

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to En- ter or Remove
1	PPQ Diagnosis Behavioral	.458	.210	.210	7.20
2	GPA Graduate	.534	.285	.075	2.72
3	Total No. Years Experience as Counselor	.606	.368	.082	3.27
4	Check List Clinical	.668	.447	.078	3.42
5	PPQ Total Eclectic	.746	.556	.109	5.67
6	TA No. of Referrals	.785	.616	.060	3.44
7	TA No. of Cases Tested	.818	.669	.052	3.35
8	Check List Behavioral	.844	.713	.043	3.04
9	PPQ Treatment Behavioral	.858	.736	.023	1.69
10	Total No. Years Experience as School Psychologist	.868	.753	.017	1.24
11	Total No. Years of All School Experience	.900	.810	.057	5.12
12	PPI Service Community Ideal	.922	.851	.041	4.43

TABLE 35

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF BEHAVIORAL RESPONSES OVER SUM OF
TOTAL RESPONSES

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to En- ter or Remove
1	PPQ Total Clinical	.470	.221	.221	7.67
2	PPQ Diagnosis Behavioral	.597	.357	.135	5.49
3	Confidential Evaluation Forms	.696	.485	.127	6.20
4	Graduate Grade Point Average	.762	.582	.097	5.57
5	PPI Services Individual Ideal	.798	.638	.056	3.56
6	PPQ Total Self-Concept	.828	.686	.048	3.40
7	Total Years Experience as Counselor	.847	.718	.031	2.34
8	PPI Research Real	.861	.742	.024	1.88
9	TA No. of Conferences	.876	.763	.026	2.14
10	Check List Self-Concept	.896	.804	.035	3.29
11	Age	.919	.844	.040	4.40
12	Total Years School Experi- ence	.943	.890	.045	6.60

TABLE 36

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF NON-SPECIFIC RESPONSES OVER SUM OF
TOTAL RESPONSES

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to En- ter or Remove
1	PPQ Total Clinical	.486	.236	.236	8.37
2	PPQ Diagnosis Behavioral	.610	.372	.135	5.61
3	PPQ Total Self-Concept	.654	.428	.055	2.44
* 4		.737	.544	.116	6.12
* 5		.771	.594	.050	2.85
6	PPI Research Real	.802	.644	.049	3.04
7	PPI Community Ideal	.828	.685	.041	2.77
8	TA No. of Referrals	.854	.729	.044	3.27
9	Undergraduate G. P. A.	.877	.769	.039	3.29
10	Total No. of Grad. Courses Taken	.908	.826	.056	5.81
11	No. Grad. Courses in School Psych.	.926	.857	.031	3.77
12	Check List Clinical	.946	.895	.038	5.85

* Relates to some teacher variables non-relevant to this analysis and inad-
vertently left in the matrix.

TABLE 37

STEP-WISE REGRESSION

BEHAVIORAL RATINGS: SUM OF DYNAMIC RESPONSES OVER SUM OF TOTAL
RESPONSES

Step No.	Variable	Multiple R	2 R	2 Increase R	F Value to En- ter or Remove
1	Total No. Years Experience as Counselor	.430	.185	.185	6.13
2	Confidential Evaluation Form	.524	.275	.099	3.22
3	PPI Services School Whole Real	.594	.353	.078	3.01
4	Check List Behavioral	.657	.432	.079	3.35
5	PPQ Diagnosis Self-Concept	.699	.489	.057	2.59
6	PPI Community Ideal	.748	.560	.070	3.54
7	TA No. of Referrals	.811	.657	.097	5.96
8	PPI Research Real	.834	.695	.038	2.50
* 9		.861	.741	.045	3.35
10	TA No. of Conferences	.901	.812	.071	6.85
* 11		.935	.875	.062	8.45
* 12		.947	.898	.023	3.71

* Relates to some teacher variables non-relevant to this analysis and inad-
vertently left in the matrix.

Summary and Conclusion

This chapter has reported the descriptive, correlational, and factor-analytic studies on applicants and enrollees to the 1967 School Psychology Institute at California State College, Hayward. One may characterize the applicants and enrollees as individuals who had grown into the role of school psychology, who had had a wide variety of previous experience within the school setting, and who were predominantly self-concept oriented in theoretical orientation. Their training had been more generally within education areas than in psychology. The influence of counseling theory and practice could be seen both in terms of theoretical orientation and preferences for organizations more generally related to counseling than psychology.

A number of correlational relationships were ascertained showing the influence of age, years of experience, types of experience, etc., on theoretical orientation, school psychology practice, and time allocation of duties. The relationship of these variables to a behavioral rating analysis showed clear trends relating psycho-dynamic approaches to dynamic behavioral trends.

The factor-analytic studies and the regression equations for differential predictors and criteria indicate that age, preparation, and theoretical orientation not only account for a considerable amount of the variance obtained, but are predictors related to differential criterion approximation.

CHARACTERISTICS OF THE HOLLAND VOCATIONAL PREFERENCE
INVENTORY FOR ENROLLEES ¹

James R. Barclay and Timothy L. Roorda

The purpose of this chapter is to examine certain personality-vocational variables identified in the Holland Vocational Inventory with a number of test and behavioral variables collected in the course of the NDEA Institute for school psychologists. In order to better understand how to provide more effective training programs for school psychologists and to assist in predicting which individuals might have the highest probability of success in programs designed with specific criterion behaviors in mind, the writer wished to administer some type of instrument which would provide both some personality characteristics in terms of personality and vocational variables, and some indication of what might be termed the "environmental press."

As has been described in earlier chapters, this institute was concerned with the development and field testing of a social learning model for school psychology. The writer has pointed out in the first two chapters of this report that the social learning model fits well into the profession of school psychology. In applying social-learning to the school situation, the teacher is of prime importance and the school psychologist's job is to work directly with the teacher in determining approaches to individual remediation. Since the teacher is in the best position to apply behavior modification techniques, in-service training becomes a very important function of the school psychologist. Again, the philosophical basis for

¹ This chapter draws upon some of the thesis written by Timothy L. Roorda, entitled: Characteristics of the Holland Vocational Preference Inventory and Other Selected Variables for a Group of School Psychologists, unpublished master's thesis, California State College, Hayward, 1968, under the direction of the writer.

the social learning model is that human behavior is learned and maintained through: 1) principles of learning and reinforcement, and 2) social pressures which establish criteria of effective human behavior.

Rationale

If the above statements are true of the learning of children, then they have equal import on the learning experiences of individuals such as school psychologists. If, as seems to be indicated, school psychology may utilize the social learning model to a much greater extent, than one of the central concerns of the trainers of school psychologists would appear to be a study of the effect of "environmental press" on the formation of school psychologists. By examining the psychologists' methods of dealing with interpersonal and environmental problems, a systematic training approach might be facilitated.

The Concept of Environmental Press

The origin of the concept of "environmental press" may be found in the effort to determine more adequate predictors and criteria of effective collegiate behavior. Pace and Stern (1958), Thistlethwaite (1960), Holland (1959, 1960, 1965, 1966), and Astin (1965) all studied the means whereby the environment shapes the behavior and interests of those individuals within it.

Astin (1965) compared 1,014 colleges and universities using an environmental assessment technique and a number of freshmen input factors. He obtained various indices describing the colleges and universities in terms of a set of scales. His findings confirmed the suspicion that institutions differ in relationship to their pursuit of excellence, criteria of assessment, faculty expectations, and the aspirations of the entering students.

In a study of college-bound youth, Holland (1966) tested a classification scheme for the Holland Vocational Preference Inventory. He found that his classification systems did, in fact, differentiate between vocational preferences obtained prior to entering collegiate studies and was confirmed by individuals in these same fields in the following fall. From these findings it appears that differential environmental forces exist at the end of high school which are identifiable with similar thrusts in the college and university environment.

Both Holland and Astin have indicated that differences were found, but no theories were presented regarding the initiation and maintenance of these environmental presses. They indicated that freshmen entering college already have a definable profile of vocational interests which relate to personality characteristics. These environmental presses can be better understood by a consideration of social-behavioral learning theory. In essence, what is under consideration is the means whereby cultural transmission takes place. Cultural mechanisms such as the family, law, religion, mass media, and education are instrumental in the transmission of cultural presses.

The Holland Vocational Preference Inventory

The Holland Vocational Preference Inventory is based on John Holland's theory of occupational choice, utilizing constructs from sociology, psychology, psychiatry and test construction (Holland, 1965). He has described the underlying theory as follows:

... at the time a person chooses a vocation, he is the product of his heredity and a variety of environmental forces including peers, parents, and other significant adults, social class, American culture, and the physical environment. Out of his experiences he develops a hierarchy of orientations for coping

with environmental tasks: this hierarchy may be referred to as the pattern of personal orientations. Each of these orientations is related to a particular set of abilities. The person making the vocational choice in a sense "searches" for those environments which are congruent with his personal orientations. (Holland, 1962).

It may be said, therefore that due to the environmental press related to patterns of common interest and similar personality characteristics, individuals with these similar characteristics may tend to be successful in similar types of occupations. Therefore, an individual's occupation may form the basis of various assumptions about him.

In 1959, Holland identified six personality characteristics as Motoric, Intellectual, Supportive, Conforming, Persuasive and Esthetic. Based on information from the literature on interests and personality and on his own counseling experience, he more recently altered the personality characteristics to Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic. The degree to which an individual is similar to a particular personality model is called his "personal orientation," while his preference for certain aspects of all of the models is referred to his "pattern of personal orientation." Individuals who have similar patterns of personal orientation are said to be in the same "class." This differs from socioeconomic level in that the basis of classification is behavioral patterns and personality traits which are common to their members (Holland, 1964).

The development of Holland's Vocational Preference Inventory (VPI) has taken the instrument through numerous revisions which are explained in the manual (1965). The instrument is essentially a list of occupational titles from which the subject indicated which occupations he likes or dislikes. From the pattern of his answers, a pattern of personal

orientations is derived. In recent studies which were reported by Holland (1966), the subject was the verification of a classification scheme based on the VPI. The following scales were used to generate scores for each:

<u>Scale</u>	<u>Code No.</u>	<u>Preference for:</u>
Realistic	1	technical and skilled trades
Intellectual	2	scientific occupations
Social	3	teaching and helping occupations
Conventional	4	clerical occupations
Enterprising	5	supervisory and sales occupations
Artistic	6	artistic, musical, and literary occupations

It was found that an effective coding method would be to cite the code number of the highest score first, the next highest second, and the third highest third. In addition to the six scales listed above, the VPI also includes the following scales:

<u>Scale</u>	<u>Code No.</u>	<u>Indicates:</u>
Self-control	7	control over one's behavior
Masculinity	8	masculinity-femininity
Status	9	desire for status
Infrequency	10	maladaptive interest in vocations
Acquiescence	11	tendency to say "yes"

In his "Experimental Classification for Vocational Choices and Occupations," Holland (1966) codes the following occupations as "36"; Clinical psychologist, Psychiatrist, Elementary school teacher, as well as other related types of occupations. On the other hand, he codes a variety of counselors as "35". From this classification, the results of this study should show that the enrollees of the institute for school psychologists

will fall somewhere within this type of code framework.

By observation of the actual codes generated by school psychologists of various theoretical orientations, it may be possible to determine whether certain types of codes on the VPI are typically associated with the various orientations. At the same time it may be possible to pinpoint differences by sex or other background data.

The Holland Vocational Preference Inventory was selected for administration in this institute because it: 1) appeared to tap indices of the environmental press, 2) was relatively free from "Psychological" constructs often presented to psychologists, and 3) appeared relevant to the overall goals of the institute in terms of prediction of effective models of personality for school psychology work.

Procedures

The Holland Vocational Preference Inventory was administered during the course of the Institute. Scores on each of the inventory's dimensions were correlated with all other pre-institute, post-institute and behavioral assessment data. The correlations were obtained on the Stanford University computer through the services of the Stanford Research and Development Center. A variable correlation format was used.

In addition to the reporting of the correlations obtained that were significant, tests of significance of difference were done using the "t" test as a two-tailed test of difference. Individuals were separated into sex groupings and theoretical preference groupings as indicated on their initial choices in the Theoretical Orientation Questionnaire. Thus, the means and standard deviations for enrollees who categorized themselves as clinically oriented, phenomenologically oriented, or

behaviorally oriented on their initial application materials was used as the criterion for data analysis. It was recognized in the use of the "t" statistic for analysis of differences that the total number of cases in some instances was very small. Therefore, the results in this study are to be construed as limited. However, in view of the unusual opportunity to examine correlational relationships to a vast array of behavioral and theoretical instruments, both the correlational and testing of significance of difference appear warranted and justified. Two major questions are posed:

1. What are the significant correlational relationships between the HVPI and an array of other test and behavioral variables?
2. What differences, if any, emerge as a function of sex or theoretical orientation criteria?

Results

The results of the data analysis will be discussed in this section. In the first part, there will be a discussion of various descriptive and assessment variables which correlated significantly with the individual scales of the Holland Vocational Preference Inventory. The second part will deal with the statistical differences between groups of psychologists as related to theoretical orientation and sex differences.

Significant VPI Scale Correlations

The following section will consider the descriptive and assessment variables which correlate with the various scales of the Holland Vocational Preference Inventory at the .05 level of significance or better.

Level of significance at .05 level = .29
Level of significance at .01 level = .43

Tables one through eleven list the variables which correlate significantly with each of the eleven scales of the VPI.

TABLE 1

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
REALISTIC DIMENSIONS - ALL ENROLLEES

<u>VPI REALISTIC</u>	
VPI Intellectual	71
VPI Conventional	57
VPI Status	55
VPI Acquiescence	52
BR Ratio of Dynamic Assessment to Sum of Assessment	49
BR Sum of Dynamic Responses to Sum Total	46
VPI Masculinity	39
PPQ Total Common Sense (Eclecticism)	38
BR Assessment - Intervening Variables	35
BR Strategy - Non-behavioral Change	35
BR Ratio of Dynamic Strategy to Sum of Strategy	32
BR Assessment - Dynamic Interpretation	32
BR Sum of Behavioral Responses to Sum Total	-29
BR Assessment - Consequent Conditions	-32
PPQ Total Behavioral Scale	-35
BR Strategy - Behavioral Change	-35
BR Assessment - Actions Taken	-37
Number of Graduate Courses	-37
PPQ Diagnosis - Behavioral Scale	-51

TABLE 2

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
INTELLECTUAL DIMENSIONS - ALL ENROLLEES

<u>VPI INTELLECTUAL</u>	
VPI Realistic	71
VPI Acquiescence	58
VPI Conventional	44
BR Ratio of Structure to Total Responses	40
BR Structure - Rapport	34
BR Structure - Target Behavior	31
PPQ Total Common Sense (Eclecticism)	30
BR Ratio of Behavioral Strategy to Sum of Strategy	-29
Evaluation Time Spent - Mid-term	-30
PPQ Diagnosis - Behavioral	-32
BR Sum of Behavioral Responses to Sum Total	-32
BR Ratio of Assessment to Total Responses	-35
BR Assessment - Consequent Conditions	-36
BR Strategy - Behavioral Change	-39
VPI - Status	-41

TABLE 3

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
SOCIAL DIMENSIONS - ALL ENROLLEES

VPI SOCIAL

VPI Enterprising	38
VPI Conventional	36
BR Strategy - Non-specific Data	36
Years of Experience - Teacher or Counselor	35
PPQ Diagnosis - Self Concept	33
PPI Services to the Individual Student - Idealized	33
Number of Graduate Courses	32
All School Experience	32
PPQ Diagnosis - Clinical Scale	32
PPI Community Services - Realistic	30
BR Ratio of Non-specific Strategy to Sum of Strategy	30
Number of Graduate Courses in School Psychology	-29
Graduate Grade Point Average	-29
PPQ Diagnosis - Behavioral Scale	-29
BR Assessment - Definition of Behavior	-47

TABLE 4

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
CONVENTIONAL DIMENSIONS - ALL ENROLLEES

VPI CONVENTIONAL

VPI Acquiescence	62
VPI Realistic	57
VPI Enterprising	50
VPI Intellectual	44
PPI Importance of Research - Realistic	43
BR Assessment - Behavioral Interpretation	39
BR Assessment - Summary	39
PPQ Treatment - Behavioral Scale	38
CL Behavioral Scale	37
PPI Services to the School as a Whole - Realistic	36
VPI Social	36
TA Number of Conferences	35
BR Strategy - Non-specific Data	34
BR Ratio of Non-specific Strategy to Sum of Strategy	31
BR Structure - Target Behavior	31
BR Strategy - Behavioral Change	-29
PPQ Diagnosis - Behavioral Scale	-33
VPI Status	-37
BR Ratio of Behavioral Strategy to Sum of Strategy	-43

TABLE 5
SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
ENTERPRISING DIMENSIONS - ALL ENROLLEES

<u>VPI ENTERPRISING</u>	
VPI Conventional	50
VPI Acquiescence	47
Enrollee Final Evaluation	46
VPI Artistic	44
CL Clinical	43
TA Number of Conferences	42
BR Strategy - Non-specific Data	42
VPI Social	38
BR Ratio of Non-specific Strategy to Sum of Strategy	34
PPI Importance of Research - Realistic	32
PPI Services to the School as a Whole	31
CL Self Concept	29
BR Assessment - Rewards and Punishments	-29
BR Ratio of Dynamic Strategy to Sum of Strategy	-31
BR Strategy - Non-Behavioral Change	-40

TABLE 6
SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
ARTISTIC DIMENSIONS - ALL ENROLLEES

<u>VPI ARTISTIC</u>	
VPI Enterprising	44
VPI Acquiescence	41
Enrollee Final Evaluation of Institute	39
VPI Status	35
PPI Number of Conferences	31
BR Strategy - Non-behavioral Change	31

TABLE 7

192

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
SELF-CONTROL DIMENSIONS - ALL ENROLLEES

VPI SELF-CONTROL

VPI Infrequency	66
Age	40
BR Ratio of Behavioral Strategy to Sum of Strategy	37
BR Sum of Behavioral Responses to Sum Total	32
BR Sum of Neutral Responses to Sum Total	-30
VPI Masculinity	-33
PPI Services to the School as a Whole	-34
PPI Importance of Research - Realistic	-36
PPQ Treatment - Behavioral	-39
BR Structure - Rapport	-43
BR Strategy - Non-behavioral Data	-58
CL - Behavioral	-64

TABLE 8

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
MASCULINITY DIMENSIONS - ALL ENROLLEES

VPI MASCULINITY

PPQ Total Common Sense (Eclectic)	43
VPI Realistic	39
BR Assessment - Dynamic Interpretation	39
PPI Services to the Community - Realistic	33
CL - Behavioral	33
BR Assessment - Actions Taken	-31
PPI Services to the Individual Child - Idealized	-32
CL - Self Concept	-33
BR Diagnosis - Behavioral	-33
VPI Self-Control	-33
BR Strategy - Modeling/Role Playing	-35
Number of Graduate Courses	-38
Age	-46

TABLE 9

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
STATUS DIMENSIONS - ALL ENROLLEES

VPI STATUS

Time Spent Total	37
VPI Artistic	35
Number of Graduate Courses	30
TA Number of Referrals	-32
PPI Services to the Individual Child - Idealized	-35
VPI Conventional	-37
BR Structure - Target Behavior	-40
VPI Intellectual	-41
BR Strategy- Non-behavioral Change	-51
VPI Realistic	-55

TABLE 10

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
INFREQUENCY DIMENSIONS - ALL ENROLLEES

VPI INFREQUENCY

VPI Self-Control	66
TA Number of Cases Tested	46
Age	44
TA Number of Reports Written	40
Years of Experience as a Counselor or Teacher	37
PPQ Diagnosis - Behavioral	37
Years of All School Experience	35
TA Number of Referrals	34
Time Spent - Mid-term Evaluation	34
BR Ratio of Behavioral Strategy to Sum of Strategy	31
BR Strategy - Modeling/Role Playing	30
CL - Behavioral	-31
BR Structure - Rapport	-31
BR Ratio of Structure to Total Responses	-32

TABLE 11

SUMMARY OF SIGNIFICANT CORRELATIONS FOR VPI
ACQUIESCENCE DIMENSIONS - ALL ENROLLEES

VPI ACQUIESCENCE

VPI Conventional	62
VPI Intellectual	58
VPI Realistic	52
VPI Enterprising	47
VPI Artistic	41
PPI Interest in Research - Realistic	32
BR Assessment - Summary	31
PPQ Total Clinical	31
BR Strategy - Behavioral Change	-30
BR Ratio of Behavioral Assessment to Sum of Assessment	-31
PPQ Total Behavioral Scale	-33
PPQ Diagnosis - Behavioral	-40

VPI Realistic (Table 1)

The Realistic scale correlates in a high positive direction with the Intellectual, Conventional, Status, Acquiescence and Masculinity scales of the VPI. The paper and pencil measure of Common Sense (Eclecticism) also correlated quite highly with the Realistic scale. On the behavioral rating measures, assessment of intervening variables and a dynamic interpretation showed a high positive correlation, while assessment of consequent conditions and actions taken were negatively correlated. Non-behavioral strategy showed a positive correlation, while behavioral strategy was negative. All of the rest of the significant correlations with the performance measures also indicated a positive relationship with a clinical type of orientation. It was also interesting to note that the PPQ measure of behavioral diagnosis was highly correlated negatively. Also, the number of graduate courses taken was negatively correlated with the Realistic scale, indicating that those who scored high on this scale had fewer graduate courses than the other psychologists.

VPI Intellectual (Table 2)

There is a high positive correlation between the Intellectual scale and the Realistic, Conventional, and Acquiescence scales of the VPI, although there is a significant negative correlation with the Status scale. This scale is observed to correlate positively with the PPQ Common Sense measure and negatively with the measure of behavioral diagnosis. With regard to the behavioral rating measures, it may be seen that the determination of target behaviors and the establishment of rapport were highly correlated in a positive direction, while determination of antecedent conditions, behavioral change, assessment and behavioral responses were

all negatively correlated.

The above correlations seem to indicate a close relationship between the Intellectual scale and a self-concept orientation. There is also some indication that someone scoring high on this scale may not have behavioral inclinations.

VPI Social (Table 3)

The Social scale correlated positively with the VPI scales Conventional and Enterprising. Positive correlations were found with regard to the number of graduate courses taken and the amount of school experience, either as a teacher or as a counselor. There was, however, a negative relationship between this scale and the graduate grade point average and the number of graduate courses taken in school psychology. Both PPQ clinical diagnosis and self-concept diagnosis scales were positively correlated with this scale, while behavioral diagnostic techniques were negatively correlated. Interest in the community showed up as positively related to this scale. In the behavioral ratings, positive correlations were observed with non-specific data and strategies and a negative correlation was observed in regard to the definition of behavior.

VPI Conventional (Table 4)

The Conventional scale correlated positively with the Realistic, Intellectual, Social, Enterprising, and Acquiescence scales of the VPI and correlated negatively with the Status scale. High scores on this scale apparently relate to a stated interest in behavioral treatment and a behavioral orientation, although behavioral diagnosis was negatively correlated. From the behavioral ratings, there is an indication that this scale is related to techniques of determining a target behavior, inter-

preting within a behavioral framework, and summarizing.

There seems, therefore, to be some indication of a relationship between high scores on the Conventional scale and a preference for certain of the techniques of the behavioral orientation. This is so, even though there is a high correlation between this scale and other scales which seem more closely allied with a clinical or self-concept orientation.

VPI Enterprising (Table 5)

There was a high positive correlation between the Enterprising scale and the Social, Conventional, Artistic and Acquiescence scales, the highest being the Conventional scale. The highest correlation of the Enterprising scale with the concept check list was on the clinical orientation, with self-concept also being positively correlated. The behavioral ratings showed that the "Enterprising" person did not prefer a behavioral assessment phase, nor did he wish to deal in non-behavioral change or clinical dynamic strategy-making. The preference appeared to be for non-specific types of data collection and strategy-making. Perhaps the person who obtains a high score on this scale would be most typically of either a clinical or self-concept orientation.

VPI Artistic (Table 6)

There were very few significant correlational relationships between the Artistic scale and other dimensions, although all relationships which were significant were in the positive direction. There was a correlation between the Artistic scale and the Enterprising, Status and Acquiescence scales of the VPI. There was also a significant relationships between this scale and the behavioral rating of strategy of non-behavioral change.

VPI Self-Control (Table 7)

As might be expected, there was a high positive correlation between the Self-Control scale and age. Infrequency also showed a very high positive correlation, although Masculinity showed a negative correlation. High scores on this scale were negatively related to a behavioral orientation as measured on the concept check list, as well as a behavioral treatment approach. This was somewhat contradicted by the performance measures, however, in that a preference for behavioral strategies and behavioral responses was seen and non-behavioral data, rapport statements and neutral responses were not favored.

VPI Masculinity (Table 8)

This scale correlates significantly in a positive direction with the Realistic and in the negative direction with the Self-Control scales of the VPI. There is a negative relationship between the Masculinity scale and the total number of graduate courses taken as well as with the age of the subjects. On the PPQ scales, behavioral diagnosis shows a negative relationship with the scale, while there is a positive correlation with the measure of "total common sense." Two other indicators of behavioral practice show a negative correlation with the scale, while "dynamic practice" is positively related. This contradicts the self-report on the concept check list where a behavioral orientation was favored and a self-concept orientation was rejected. On this scale there seems to be no clear-cut indication of a preferred theoretical orientation.

VPI Status (Table 9)

The Status scale correlated negatively with the Realistic, Intellectual, and Conventional scales and positively with the Artistic scale.

There is a positive relationship between this scale and the total number of graduate courses taken as well as the total time spent on the job; however, there seems to be an inverse relationship regarding total number of referrals handled and the individual services rendered. A measure of behavioral practice, the definition of a target behavior, was soundly rejected, as well as non-behavioral change as a strategy. No theoretical orientation appeared to be particularly prevalent for those who scored high on the Status scale.

VPI Infrequency (Table 10)

Age, experience, number of referrals, tests given and reports written all correlate significantly with the Infrequency scale. Infrequency is also closely related to the Self-Control scale of the VPI in a positive direction. Although positive correlations are seen with the behavioral categories of strategy, modeling and role playing, the CL behavioral scale showed a negative correlation. Rapport also showed a negative relationship.

VPI Acquiescence (Table 11)

This scale was highly positively correlated with the following scales of the VPI; Realistic, Intellectual, Conventional, Enterprising, and Artistic. The behavioral orientation showed itself to be quite unpopular with those who scored high on the Acquiescence scale. On the PPQ, there was a negative correlation with behavioral diagnosis and total behavioral orientation, while the behavior ratings showed the strategy of behavioral change and behavioral assessment also to be negatively correlated with the Acquiescence scale. The PPQ clinical orientation was positively correlated with Acquiescence as was the BR

assessment summary. Acquiescence may therefore have some relationship to a preference for a clinical orientation.

Tests of Significance of Difference between Theoretical Orientation

Tables 12 through 15 show the results of the "t" test run between the various theoretical orientations and also for sex differences.

Male vs. Female (Table 12)

With regard to the scales of the Holland Vocational Preference Inventory, the males appeared to be significantly more realistic and conventional than the females. This would be congruent with Holland's view that the realistic score is more of a masculine oriented measure (Holland, 1965). It measures concrete skills, realism, structure and motor skills. The Conventional scale indicates a person who desires passive and often structured activity, such as collecting, economics, arithmetic, spelling and typing. As would be expected, males also scored at a highly significant level on the Masculinity scale.

Females scored significantly higher on the Self-Control and Infrequency scales of the VPI. This indicates a habitual inhibition of impulses to act out motivation, thinking or fantasy. Also, there is a tendency to have a typical vocational preference and in a broad sense the high scores on the Infrequency scale may indicate a tendency toward incompetency and self-deprecating attitudes toward themselves and deviant attitudes toward their culture.

TABLE 12

RESULTS OF "t" TEST RUN FOR
MALE VS. FEMALE ENROLLEES

VARIABLE	MALE		FEMALE		t	P
	MEAN	S. D.	MEAN	S. D.		
VPI Realistic Score	3.1000	2.6931	0.9000	1.7288	2.72	.01
VPI Intellectual Score	6.0000	3.8662	4.0000	3.2318	1.49	
VPI Social Score	9.5500	3.3321	9.5000	1.5811	.06	
VPI Conventional Score	1.7500	2.7697	0.6000	0.5164	1.80	.05
VPI Enterprising Score	4.9500	3.0171	3.5000	3.4721	1.12	
VPI Artistic Score	6.0500	4.2732	7.6000	4.5509	.90	
VPI Self-Control Score	10.0000	3.8525	12.3000	1.7029	2.25	.05
VPI Masculinity Score	6.7000	2.0800	3.8000	1.7512	4.03	.01
VPI Status Score	9.4000	2.3261	9.9000	1.6633	.68	
VPI Infrequency Score	4.0500	2.2821	6.9000	1.9692	3.52	.01
VPI Acquiescence Score	11.9500	3.6917	9.4000	4.1687	1.63	

(N = 20)

(N = 10)

TABLE 13

RESULTS OF "t" TEST RUN FOR ENROLLEES WITH
CLINICAL VS. SELF-CONCEPT ORIENTATIONS

VARIABLE	CLINICAL ORIENTATION		SELF-CONCEPT		t	P
	MEAN	S. D.	MEAN	S. D.		
VPI Realistic Score	2.3333	2.5495	1.9286	2.5560	.37	
VPI Intellectual Score	5.4444	3.6094	4.8571	3.8402	.37	
VPI Social Score	10.6667	1.4142	8.2143	3.3553	2.44	.05
VPI Conventional Score	2.0000	3.5000	0.4286	0.5136	1.34	
VPI Enterprising Score	5.0000	2.7839	4.0000	3.1623	.79	
VPI Artistic Score	8.7778	3.3458	5.7143	4.2864	1.91	.05
VPI Self-Control Score	12.3333	2.1213	11.5714	2.0273	.85	
VPI Masculinity Score	4.1111	1.6159	6.2143	2.3916	2.50	.05
VPI Status Score	9.5556	2.6034	9.4286	2.2089	.12	
VPI Infrequency Score	5.5556	2.9627	5.2857	1.6838	.25	
VPI Acquiescence Score	11.7778	3.8658	10.0714	3.4522	1.08	

(N = 9)

(N = 14)

TABLE 14
RESULTS OF "t" TEST RUN FOR ENROLLEES WITH
CLINICAL VS. BEHAVIORAL ORIENTATIONS

VARIABLE	CLINICAL		BEHAVIORAL		t	P
	MEAN	S. D.	MEAN	S. D.		
VPI Realistic Score	2.3333	2.5495	3.2857	2.9277	.69	
VPI Intellectual Score	5.4444	3.6094	6.1429	4.0999	.73	
VPI Social Score	10.6667	1.4142	10.7143	2.0587	.05	
VPI Conventional Score	2.0000	3.5000	2.4286	2.2991	.30	
VPI Enterprising Score	5.0000	2.7839	4.7143	4.0296	.16	
VPI Artistic Score	8.7778	3.3458	5.4286	5.1270	1.50	.01
VPI Self-Control Score	12.3333	2.1213	7.1429	4.6701	2.73	.05
VPI Masculinity Score	4.1111	1.6159	6.8571	2.4103	.30	
VPI Status Score	9.5556	2.6034	9.8571	1.3452	1.16	
VPI Infrequency Score	5.5556	2.9627	3.7143	3.3022	.22	
VPI Acquiescence Score	11.7778	3.8658	12.2857	5.0897		

(N = 9)

(N = 7)

TABLE 15
RESULTS OF "t" TEST RUN FOR ENROLLEES WITH
CLINICAL VS. SELF-CONCEPT ORIENTATIONS

VARIABLE	BEHAVIORAL		SELF-CONCEPT		t	P
	MEAN	S. D.	MEAN	S. D.		
VPI Realistic Score	3.2857	2.9277	1.9286	2.5560	1.05	
VPI Intellectual Score	6.1429	4.0999	4.8571	3.8402	.69	
VPI Social Score	10.7143	2.0587	8.2143	3.3553	2.10	.05
VPI Conventional Score	2.4286	2.2991	0.4286	0.5136	2.27	.05
VPI Enterprising Score	4.7143	4.0296	4.0000	3.1623	.41	
VPI Artistic Score	5.4286	5.1270	5.7143	4.2864	.12	
VPI Self-Contr. Score	7.1429	4.6701	11.5714	2.0273	2.39	.05
VPI Masculinity Score	6.8571	2.4103	6.2143	2.3916	.59	
VPI Status Score	9.8571	1.3452	9.4286	2.2089	.55	
VPI Infrequency Score	3.7143	3.3022	5.2857	1.6838	1.19	
VPI Acquiescence Score	12.2857	5.0897	10.0714	3.4522	1.04	

(N = 7) (N = 14)

Clinical vs. Self-Concept Orientations (Table 13)

On the scales of the VPI, the clinical enrollees were significantly higher on the Social and Artistic scales. Holland indicates that this type of person is typified by his social skills and his need for social interaction, his characteristics including sociability, nurturance, social presence, capacity for status, dominance, and psychological-mindedness. The "Artistic" person is characterized further by his complexity of outlook, independence of judgment, introversion, originality and reliance on subjective impressions and fantasies for interpretations of and solutions to environmental problems (Holland, 1966).

The only scale which was highly differentiated in favor of the self-concept oriented enrollees was the Masculinity scale. This indicates the presence of personal traits usually associated with masculinity.

Clinical vs. Behavioral Orientations (Table 14)

Two scales of the VPI showed significant differences between enrollees with a clinical and a behavioral orientation. The clinicians were significantly higher in self-control and lower in masculinity. These results are congruent with the differences which were observed earlier. Those with a clinical orientation were also relatively lower when compared with those individuals having a self-concept orientation with regard to the Masculinity scale. The females were significantly higher on the Self-Control scale, just as the "clinicians." This would seem to indicate a feminine orientation is associated with a clinical orientation.

Behavioral vs. Self-Concept Orientations (Table 15)

Statistical difference was found between the enrollees with behavioral and with self-concept orientations regarding the Social, Conventional, and Self-Control scales of the Holland Vocational Preference Inventory.

Just as in the comparison with those individuals having a clinical orientation, the behaviorists were found to be comparatively low scoring on the Self-Control scale. This may tend to indicate a tendency to "act out," which is suggestive of a less controlled approach to life and a willingness to take chances. This follows if one considers the relative newness of the behavioral approach as applied to the school setting. The enrollees having a behavioral orientation were also significantly higher on the Social and Conventional scores of the VPI.

The behaviorist, by scoring high on the Conventional scale, appears to cope with his physical and social environment by selecting goals, tasks, and values that are sanctioned by society. Some of the adjectives which might apply to him are: conforming, orderly, dependent, inflexible, persistent, and practical (Holland, 1965). This high score would seem logical in light of the behaviorist's quest for empirical evidence and interest in the measurement of specific criteria.

Coding for School Psychology

As Holland (1966) stated, classification schemes for use with the Vocational Preference Inventory are based on the assumption that vocational choice is an expression of personality. Therefore, if people are classified together by similar vocational choices, they are also being classified by personality type. To develop a system of classification, Holland used the scale with the highest mean score as a major class and the second and third highest mean scores as sub-classes.

From observation of Figure 1 and Figure 2, the most popular first choice for males and females and all of the theoretical orientations seems to be the Social scale. The second and third choices are also

similar across sex and theoretical orientation differences, the second being artistic and the third intellectual by a small margin. From this consistency, it would seem that a coding for school psychology using Holland's system would be most appropriate as "362", which are the scale numbers in order of preference.

Holland (1966) has given the same code to "experimental psychologist," although a "36" seems to apply to such vocations as: psychiatric case worker, social science teacher, rehabilitation worker, speech therapist, social worker, high school teacher, clinical psychologist, foreign missionary, elementary school teacher, psychiatrist and college professor. This in point of fact is a confirmation of Holland's theory.

Conclusions

From the correlational relationships, we see that a clinical orientation seems to be closely related to high scores on the Realistic and Acquiescence scales, while those with a self-concept orientation would probably score high on the Intellectual scale. The behaviorists appear to be related in style to those individuals who score high on the Conventional scale, but not the Enterprising or Self-Control scales.

From the "t"-tests it appears that there are a number of sex differences which are significant relative to the outcomes of the Holland Vocational Preference Inventory. For instance, females scored high on the Infrequency scale. This is quite understandable, since the VPI was designed as primarily a measure of male vocational preferences. It seemed to be confirmed that the Realistic scale tends to be a more masculine oriented scale, while the females appeared to be more self-controlled.

FIGURE 1

MEAN SCORES ON THE HOLLAND VOCATIONAL PREFERENCE
INVENTORY FOR MALE AND FEMALE ENROLLEES

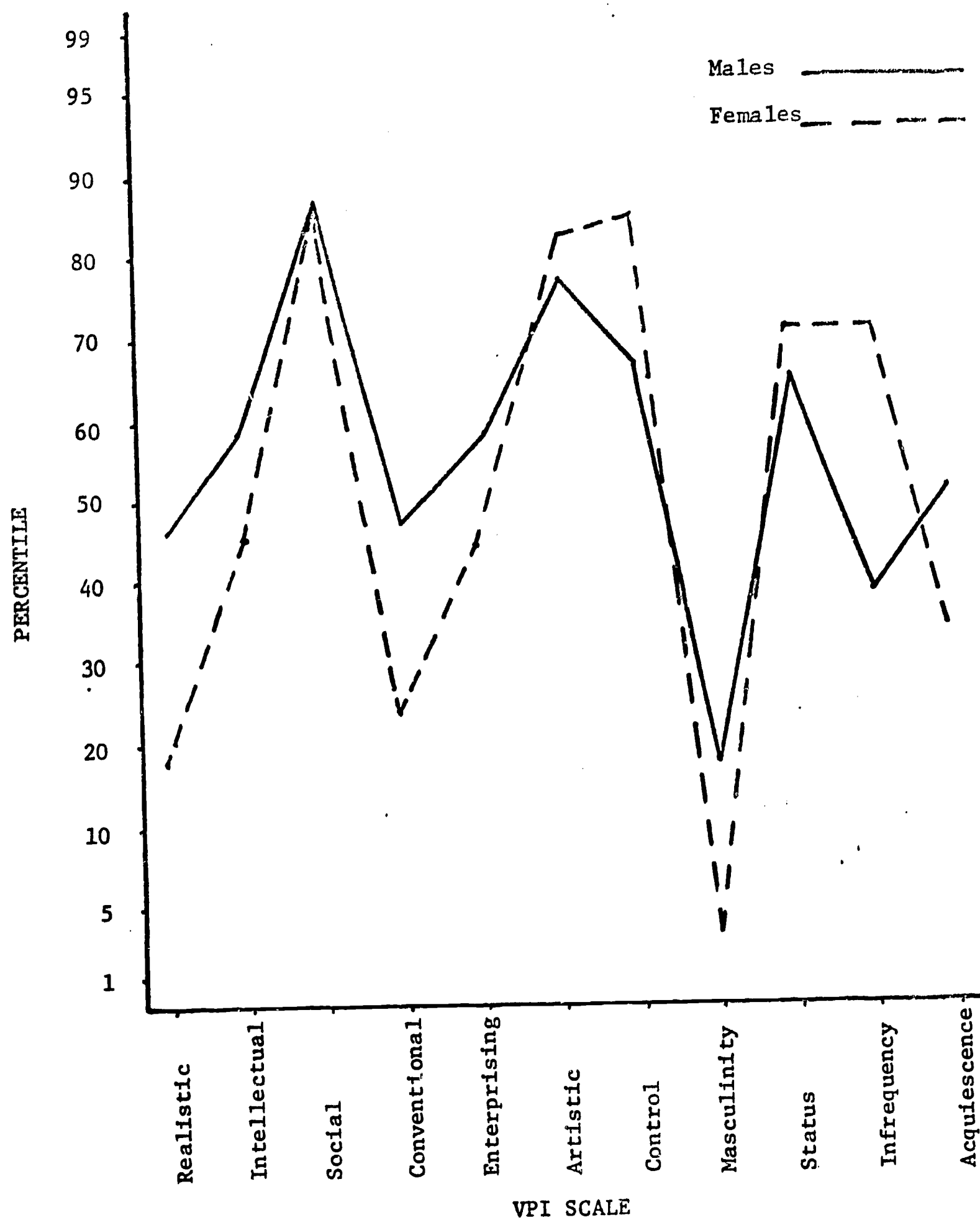
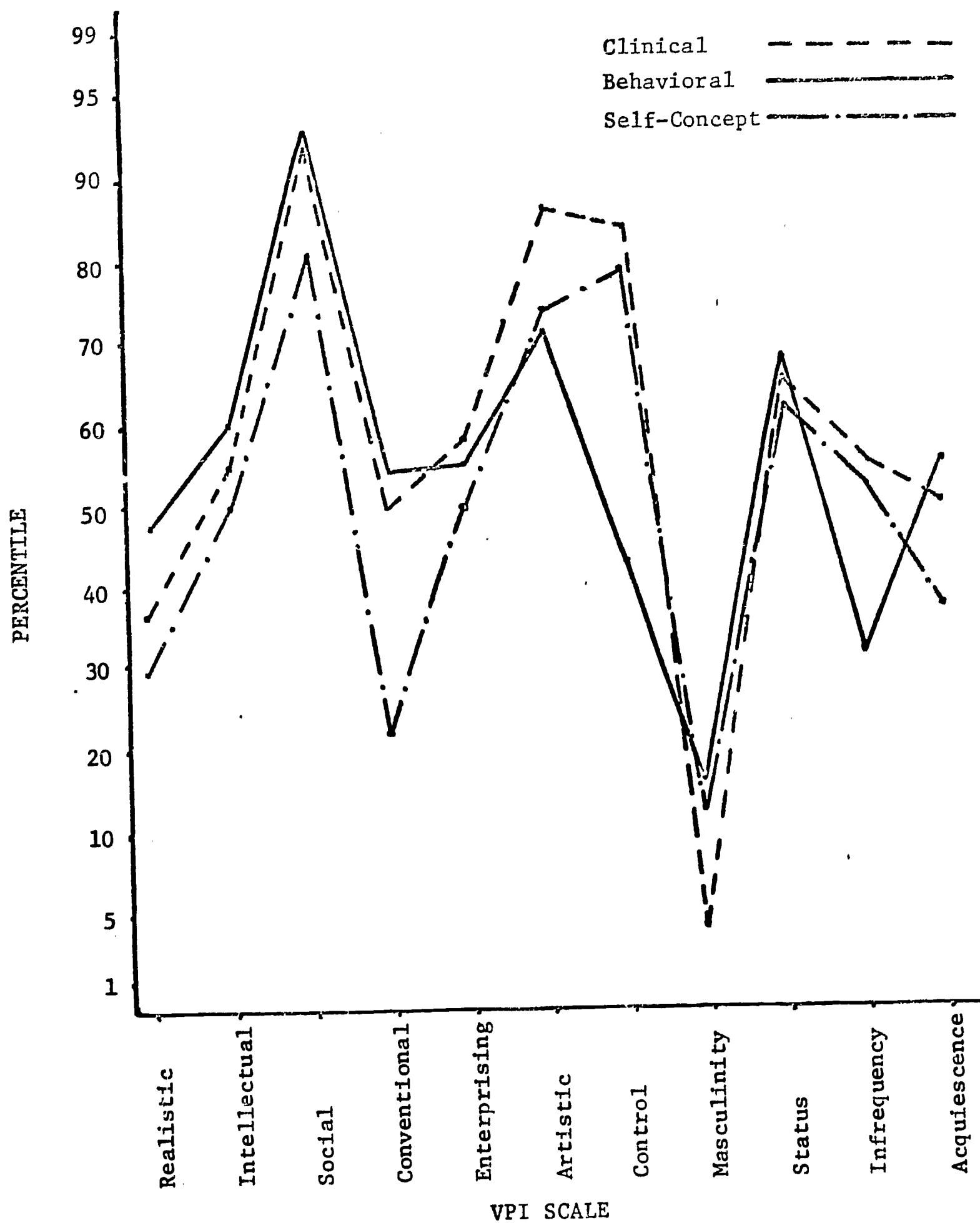


FIGURE 2

MEAN SCORES ON THE HOLLAND VOCATIONAL PREFERENCE
INVENTORY FOR ENROLLEES WITH VARIOUS
THEORETICAL ORIENTATIONS



With regard to the differences between theoretical orientations, those with a clinical orientation appeared to be more feminine and artistic in their preferences. The behaviorally oriented psychologist, on the other hand, was seemingly more conforming, orderly, and practical. The self-concept oriented individuals scored lower on most of the scales than those having the other two orientations. The result was that the orientation was relatively undifferentiated from the others.

One observer, therefore, that the experimental data reported in this study tend to confirm the empirical observations which are often made about "types" of psychologists. For example, the picture of a behaviorally oriented psychologist which emerges is one of a person who is concerned with the values which are imposed by society. He desires to be orderly and precise in his methods. In choosing methods, they must be as practical as possible and only those which can be verified empirically will be used. At the other extreme, the clinically oriented psychologist tends to be more artistic and has less masculine preferences. He is concerned about social interaction and prefers to deal with situations in a more "personal" or "internal" manner and is less concerned with practicality. The self-concept oriented psychologist appears to be somewhere between these two extremes, having few characteristics which differentiate him in large measure from the other orientations.

Since differences between various theoretical orientations did show up quite clearly not only in terms of self-report measures, but also in the measures of actual performance, there may be a distinct relationship between choices of theoretical orientation and actual behaviors of school psychologists. By examining in detail the characteristics of school

psychologists, it may be possible to formulate in more concise terms the attributes valuable to individuals who are successful in school psychology. In this way a probability statement might be made regarding the success of an individual about to enter graduate studies in school psychology. By such measures as the Holland Vocational Preference Inventory, the chances of placing the most appropriate individuals in graduate programs of school psychology are greatly enhanced.

CHAPTER VI

RESEARCH OUTCOMES OF THE INSTITUTE

This chapter reports the results of the statistical analysis of data in the institute. Three important questions were posed initially in the design of this study:

1. Is it possible in a short-term institute to effect change not only in cognitive awareness, but in measurable dimensions of behavior as manifested in school psychology practice?
2. What is the effect of an immediate feed-back system such as television in the changing of cognitive concepts as well as behavioral practice?
3. What is the holding power of such intensive training techniques in terms of school psychological practice after the institute has completed its work?

Answers to these questions are the most important features of this entire study. But these answers are related to the measurement of change both in individuals and groups. Measurement of change, particularly as it relates to training programs is no simple matter. One can utilize subjective and objective measures of change. One can measure change by dimensions on paper and pencil type instruments, one can conduct surveys of opinions and attitudes towards the experience, but the real test of change must relate to behavioral dimensions. Obviously, the writer and the other staff were interested in changes in cognitive attitudes as well as a favorable evaluation from the enrollees, but the main intent was to demonstrate some change in psychologists' behavior.

The overall goal of the institute was to train school psychologists to be more effective communicators. It was considered that the behavioral model of school psychology practice was the optimum approach to effective and relevant communication. This related not only to the optimum use of

time in testing, interviewing teachers, and consultation with school staff, but the development of a repertory of strategies and assessment techniques which would help the school psychologist to be more effective. As a result, when this major criterion variable was more specifically detailed, changes in theoretical orientation, cognitive understanding, interviewing style, allocation of time commitments, and psychological reports all became sub-criterion variables which could, theoretically at least, measure the total change, if any, which was expected and anticipated.

Method

Chapter 3 has detailed at some length the specific procedures which took place in the approach to this study. But for review purposes the writer will briefly summarize some of the major design features. From 112 completed applications by individuals who met the criteria of 1) completion of minimum graduate training in school psychology (i. e. as evidenced by a master's degree and/or state certification or credentialing as a school psychologist) and 2) de facto performance of school psychological services in a public or private school setting, a random assignment based on a geographical stratification of the total number of applicants was made to four classifications: A) participant status, B) control status, C) alternate status, and D) other status. Thirty school psychologists from throughout the nation were invited to attend the institute during 8 weeks of the summer of 1967.

The overall design of the institute included the collection of a number of paper-pencil test variables and demographic-educational information on all applicants, certain selective testing and behavioral analysis

on participants and certain controls during the course of the institute and thereafter, and finally the repeat of certain measures after the institute together with the obtaining of an audio tape recording of a psychologist-teacher interview in the field. In addition a sample psychological report was obtained from enrollees both prior to and after the institute had been completed.

In terms of the specific design three groups were utilized. The participants who received pre-institute testing (along with all other applicants) and on whom two video-tape productions were collected together with post-institute measurements and field testing, control A were individuals throughout the nation who had applied but were randomly assigned to control status, and Control B consisting of a number of the same control group mentioned above in Control A, but who were residing in the vicinity of the Bay area. These latter individuals specified as Control B were invited into the college for two one-day workshops in the fall of 1967 to test out the effect of television experience alone on changes in the dependent variables.

The overall independent variable was the institute itself with the treatment variables relating to the didactic instruction, the special use of television as a teaching technique, and the host of personal and group interactions which occurred from the enrollees working together. Television was not only used as a teaching device, but it was also used as a measurement instrument for obtaining basal rates of psychologist interview behaviors. Two fifteen minute filmings were made on each of the 30 participant psychologists. The first was made on the second day

of the institute and the second video-taping was obtained from each of the enrollees during the final week of the institute. In addition, an audio taping was obtained from each of the enrollees and Control A individuals in the field. Control B individuals had two video tapings which took place during the one-day workshops in November and December 1967. The workshops dealt primarily in the techniques of televising the group and having them view their own tapes without critiquing one another. However, no instruction was offered to the Control B group and all references to behavior modification were notably absent. As a result, the attempt was to ascertain the power potential of the television experience itself on any possible change in the behavior or cognitive preferences of Control B individuals.

A number of statistical operations were accomplished on the test and behavioral data obtained in the institute. For the paper-pencil instruments an analysis of covariance for the three groups was accomplished on each of the paper-pencil variables with the covariate being the pre-test scores. For changes in theoretical orientation or expressed preference for approaches a chi square analysis was done. On the behavioral data, three operations were effected. First, an analysis of variance was obtained for the three groups on the behavioral categories based on field-test data only. Second, an analysis of covariance was obtained on the post-test data only with the pre-test as the covariate. Third, an analysis of covariance was obtained on the field test data only with both pre and post-test data as covariates.

The purpose of these three analyses of behavioral data should be explained. First of all, the analysis of variance on the field test data

only indicated the absolute magnitude of difference which existed on the field testing data between participants and controls. Second, the analysis of covariance on post-test data with pre-test data as a covariate revealed the amount and direction of change within groups from pre-testing to post-testing. It also provided some information as to the relative strength of the alternate treatments versus no treatment. Third, the analysis of covariance with pre-post testing scores as covariates indicated the holding power of the alternate treatments. If the changes observed from the pre-post observations remained constant in the field testing, then one should expect no significant F ratios. On the other hand if significant F ratios were to be obtained, then either there would have been regression towards earlier scores (either pre or post) or changes in still another direction.

Results

Table 1 reports the ANCOVA results for enrollees and control groups on the paper-pencil variables. Figures 4 through 30 demonstrate more graphically the changes which took place on the Time Analysis Form, the Psychological Practices Questionnaire, The Concept Check List, and the Psychological Services Inventory.

A discussion rightly needed at this point should be one related to the internal consistency of the instruments. Rodger Marion in a thesis under the direction of the writer (An analysis of the Changes in Theoretical Orientations and the Strategy Selection Procedures of School Psychologists after an N. D. E. A. Advanced Counseling Institute, unpublished master's thesis, California State College, Hayward, 1968) did a series of statistical analyses of problems relating to the reliability and consistency of choice patterns with these instruments. He investigated first of all whether the male applicants differed from female applicants in the manner and ranking of their choices on these instruments. Using Kendall's Concordance statistic he found no significant differences in the choice patterns of males and females. Second, he examined the

FOOTNOTE - continued

consistency of choice patterns on the PPQ and PPI related to theoretical triad. In other words he examined the consistency of choice patterns both for enrollees and participants in relationship to theoretical framework. Here he found that self-concept enrollees were most consistent in their approach to diagnosis and treatment alternatives. Third, he examined pre-post changes on the instruments utilizing both "t" tests and Kendall's Concordance technique. Mean ranks for male and female groups, participant and applicant groups agreed very highly in the order of .80 to .90. Since he did not have available to him the behavioral data, his thesis was mostly concerned with establishing the internal consistency and reliability of the paper-pencil instruments with some evaluation of pre-post changes utilizing analyses of variance and "t" testing. Much of what he did was superseded by the more comprehensive analyses of pre-post change which were only available after the field testing and the subsequent analysis of data. Readers interested in the specific reliability studies undertaken with each instrument are referred to his thesis. The judgment here regarding satisfactory internal consistency and reliability is based on his study.

TABLE 1

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ANALYSIS OF COVARIANCE OF INSTITUTE TEST VARIABLE FOR EXPERIMENTAL AND CONTROL GROUPS

Variable	Pre Test Means (Covariate)	Post Test Means (Variate)	DF	F
ANALYSIS FORM				
1. No. referrals received				
Enrollees	21.13	24.03		
Control A	17.40	33.30	43	4.30*
Control B	15.75	22.50		
2. No. cases tested				
Enrollees	32.23	20.37		
Control A	22.20	16.70	43	3.99
Control B	16.00	13.75		
3. No. reports written				
Enrollees	26.30	14.23		
Control A	16.90	12.80	43	3.73
Control B	13.75	14.00		
4. No. counseling sessions				
Enrollees	18.30	16.47		
Control A	29.50	20.40	43	28.24**
Control B	13.00	15.75		
5. No. conferences				
Enrollees	73.16	62.20		
Control A	58.10	64.90	42	1.38
Control B	77.00	73.25		
6. No. of research activities				
Enrollees	0.93	1.67		
Control A	0.70	1.90	43	.66
Control B	0.75	2.75		
PSYCHOLOGICAL PRACTICES QUESTIONNAIRE				
7. Diagnosis Clinical				
Enrollees	8.47	5.90		
Control A	11.20	8.40	39	7.07*
Control B	6.83	6.33		
8. Diagnosis Self-Concept				
Enrollees	12.47	9.87		
Control A	12.60	14.00	39	1.53
Control B	14.83	13.67		

F at 1 and 40 * .05 = 4.08
 ** .01 + 7.31

ANALYSIS OF COVARIANCE OF INSTITUTE TEST VARIABLE FOR EXPERIMENTAL AND CONTROL GROUPS

Variable	Pre Test Means (Covariate)	Post Test Means (Variate)	DF	F
9. Diagnosis Behavioral				
Enrollees	12.90	18.43		
Control A	7.80	10.80	39	.91
Control B	11.50	13.33		
10. Treatment Clinical				
Enrollees	7.53	5.50		
Control A	10.00	9.00	39	4.93*
Control B	6.00	9.33		
11. Treatment Self-Concept				
Enrollees	11.16	8.63		
Control A	10.40	11.60	39	4.78*
Control B	13.33	10.66		
12. Treatment Behavioral				
Enrollees	12.50	16.90		
Control A	11.20	12.88	40	2.86
Control B	11.67	13.00		
13. Total Clinical				
Enrollees	15.90	11.40		
Control A	21.20	17.99	39	8.15**
Control B	12.83	15.67		
14. Total Self-Concept				
Enrollees	23.63	18.40		
Control A	23.00	25.60	39	3.70
Control B	28.16	24.33		
15. Total Behavioral				
Enrollees	25.67	35.27		
Control A	19.00	23.60	40	2.37
Control B	23.17	26.33		
16. Total Electric				
Enrollees	18.97	18.90		
Control A	20.80	17.40	40	1.01
Control B	19.33	17.33		
<u>CONCEPT CHECKLIST</u>				
17. Total Clinical				
Enrollees	26.27	17.30		
Control A	28.12	29.12	43	33.50**
Control B	27.33	23.16		

TABLE 1 (Continued)

ANALYSIS OF COVARIANCE OF INSTITUTE TEST VARIABLE FOR EXPERIMENTAL AND CONTROL GROUPS

Variable	Pre Test Means (Covariate)	Post Test Means (Variate)	DF	F
18. Total Self-Concept				
Enrollees	23.83	19.40		
Control A	27.87	27.62	43	9.28**
Control B	27.33	23.67		
19. Total Behavioral				
Enrollees	19.57	37.27		
Control A	21.62	24.87	43	15.08**
Control B	17.83	16.50		
SERVICES QUESTIONNAIRE				
20. Services to Individual Real				
Enrollees	27.03	23.63		
Control A	26.00	26.25	43	2.90**
Control B	24.00	22.83		
21. Services to Individual Ideal				
Enrollees	30.26	29.13		
Control A	30.50	30.63	39	.64
Control B	27.17	26.83		
22. Services School as Whole Real				
Enrollees	25.23	23.63		
Control A	26.12	23.37	39	6.99*
Control B	22.00	16.50		
23. Services School as Whole Ideal				
Enrollees	32.43	33.47		
Control A	36.50	34.62	43	.009
Control B	23.50	29.83		
24. Research Real				
Enrollees	7.80	6.23		
Control A	8.25	8.75	43	19.19**
Control B	7.17	4.67		
25. Research Ideal				
Enrollees	13.40	15.37		
Control A	15.12	15.25	43	8.70**
Control B	12.17	11.00		
26. Community Real				
Enrollees	7.93	17.47		
Control A	9.00	8.50	43	17.97**
Control B	6.50	5.50		
27. Community Ideal				
Enrollees	10.17	10.33		
Control A	11.00	11.50	43	2.80
Control B	9.00	9.83		

As can be seen from an inspection of the table enrollees tended to change their time orientation towards certain psychological tasks, to change in their theoretical orientation and to change in certain aspects of school services. Of the 29 analyses of covariance completed, 15 or 55 per cent yielded significant F ratios. Though changes in the Time Analysis Form were somewhat inconclusive, changes in the Psychological Practices Questionnaire, The Concept Check List, and the Psychological Services Inventory showed a more clear trend on the part of the enrollees towards a behavioral model of school psychology.

Table 2 reports changes in theoretical orientation from pre-institute testing to post-institute testing for the enrollees. A chi square analysis by major category of self-concept, clinical, and behavioral orientations reveals significant results on first and second choice theoretical orientations. Figures 1 through 3 show these changes in graphic form.

Table 3 presents the summary results of 34 analyses of variance accomplished on the behavioral ratings for the field data only. Here it is apparent that the enrollees or experimental group were more specific in identifying target behaviors, and antecedent conditions. They were considerably lower in discussions of intervening variables and demographic data. The ratio composites showed these differences in favor of the enrollees most dramatically. Figures 31 through 44 demonstrate graphically the changes on the ratio composite mean scores. Of these 34 analyses of variance, 15 or 44 per cent yielded significant F ratios.

Table 4 is a summary table on the composite ratios of the behavioral ratings. It provides comparison data for three sets of statistical

TABLE 2

Pre and Post Institute Theoretical Orientations
for Enrollees and Chi Square Analysis

Category	1st		2nd		3rd	
	Pre	Post	Pre	Post	Pre	Post
SELF-CONCEPT						
1. Non-Religious Existentialism	0	0	0	0	1	0
2. Religious Existentialism	2	1	1	1	2	1
3. Self-Concept Theory	9	2	7	2	4	10
4. Phenomenology, Gestalt Psychology	3	1	5	1	2	5
CLINICAL						
5. Daseinanalysis	0	0	0	0	0	0
6. Neo-Psychoanalytic	6	0	4	2	8	3
7. Psychoanalytic	2	1	2	0	1	0
8. Rational Psychotherapy	1	0	1	1	1	2
BEHAVIORAL						
9. Behavior Therapy	1	9	2	10	2	2
10. Experimental Behaviorism	4	13	3	9	4	1
11. Behavioral Counseling		3	3	3	2	6
12. Experimentalism	2	0	2	1	3	2

Chi Square Analysis Summary

Category	1st		2nd		3rd	
	Pre	Post	Pre	Post	Pre	Post
Self-Concept	14	4	13	4	9	14
Clinical	9	1	7	3	10	5
Behavioral	7	25	10	23	11	11
Chi Square	22.20		11.20		3.05	

df = 2

p .01 = 9/21, .05 = 5.99

Figure 1

INSTITUTE THEORETICAL ORIENTATION CHANGES FOR ENROLLEES
FIRST CHOICE

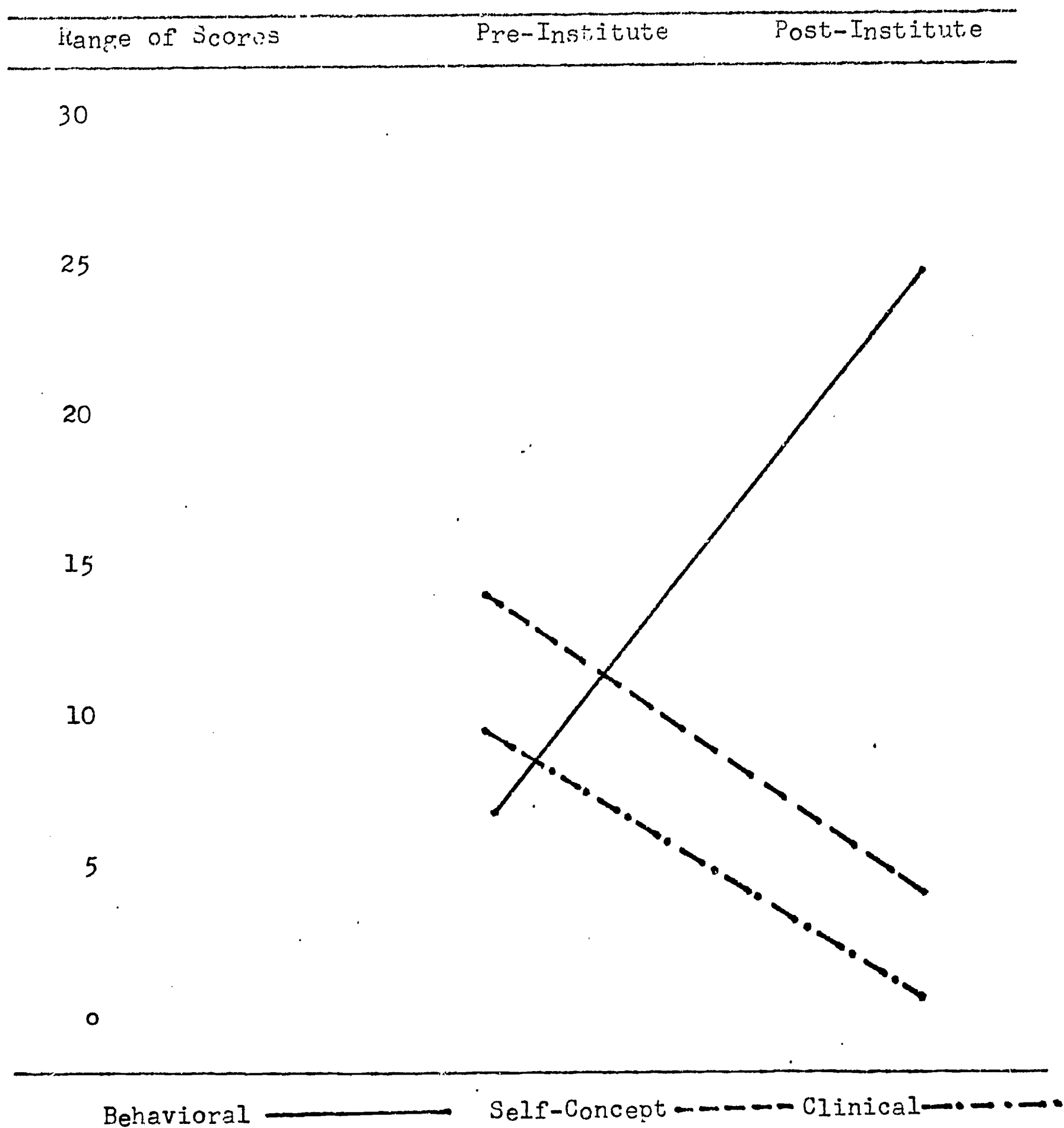
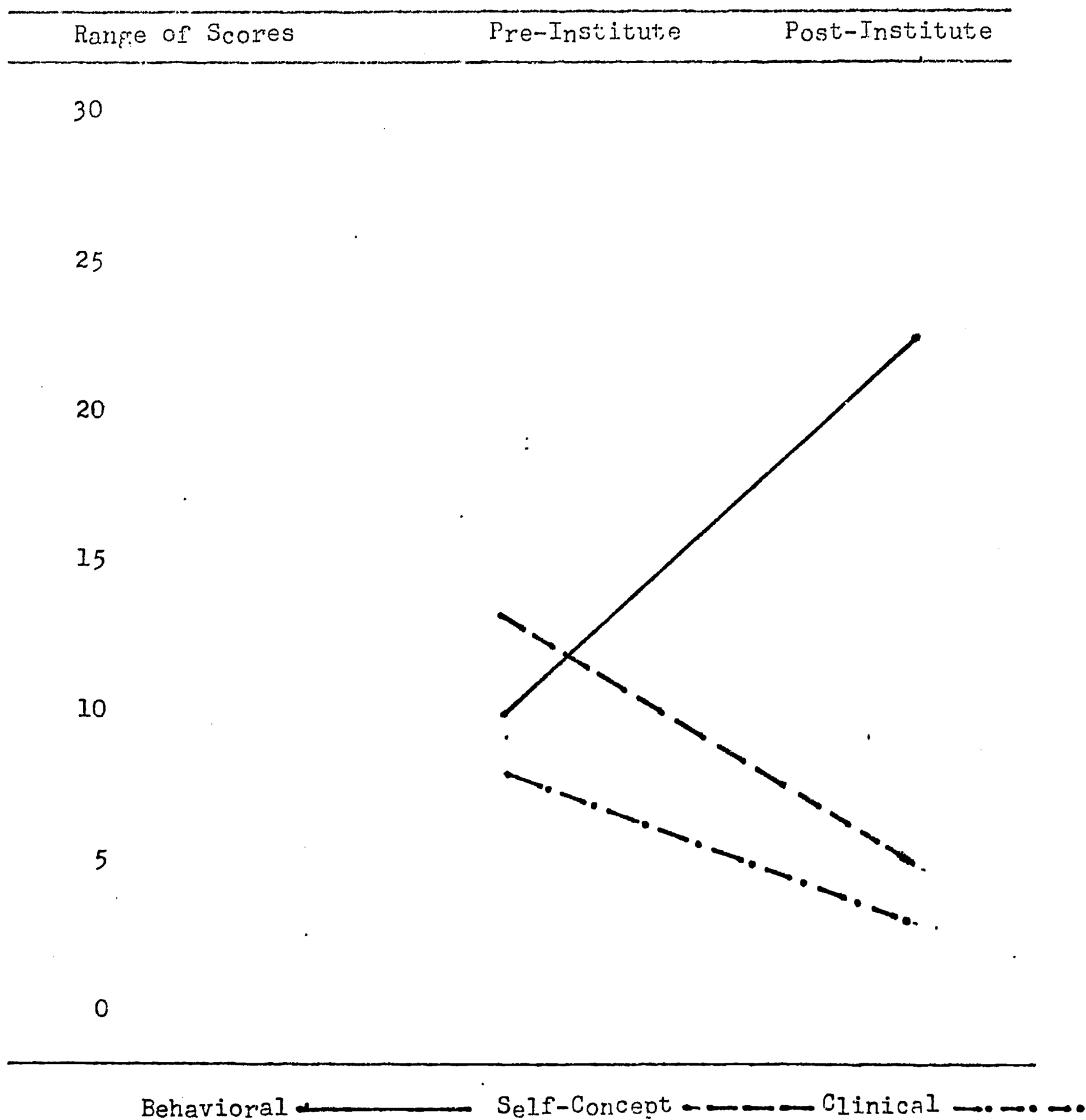


Figure 2

INSTITUTE THEORETICAL ORIENTATION CHANGES FOR ENROLLEES
SECOND CHOICE

Behavioral ————— Self-Concept - - - - - Clinical

Figure 3

INSTITUTE THEORETICAL ORIENTATION CHANGES FOR ENROLLEES
THIRD CHOICE

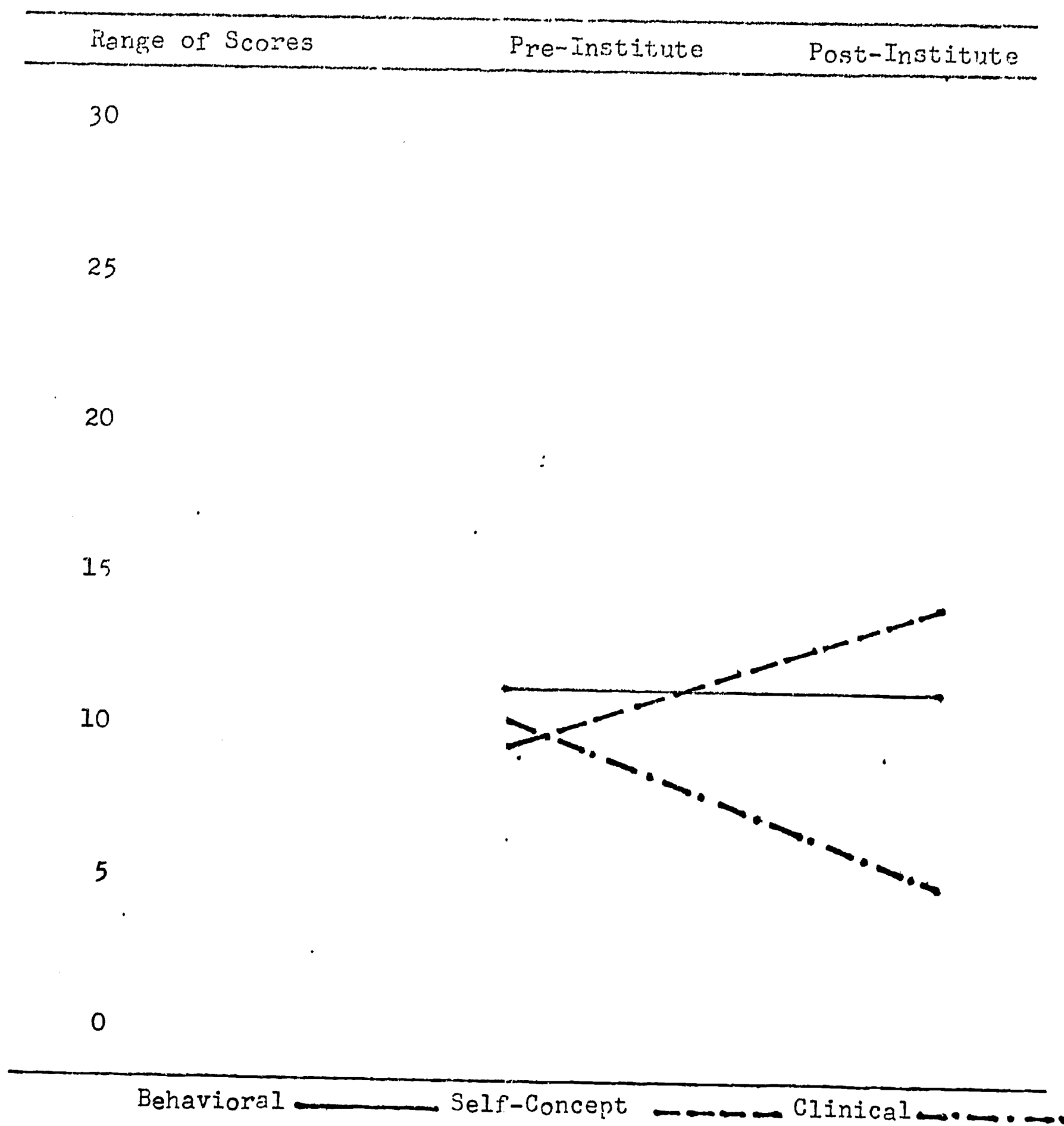


Figure 4

TIME ANALYSIS FORM CHANGES ON NUMBER OF REFERRALS
RECEIVED FOR EXPERIMENTAL AND CONTROL GROUPS

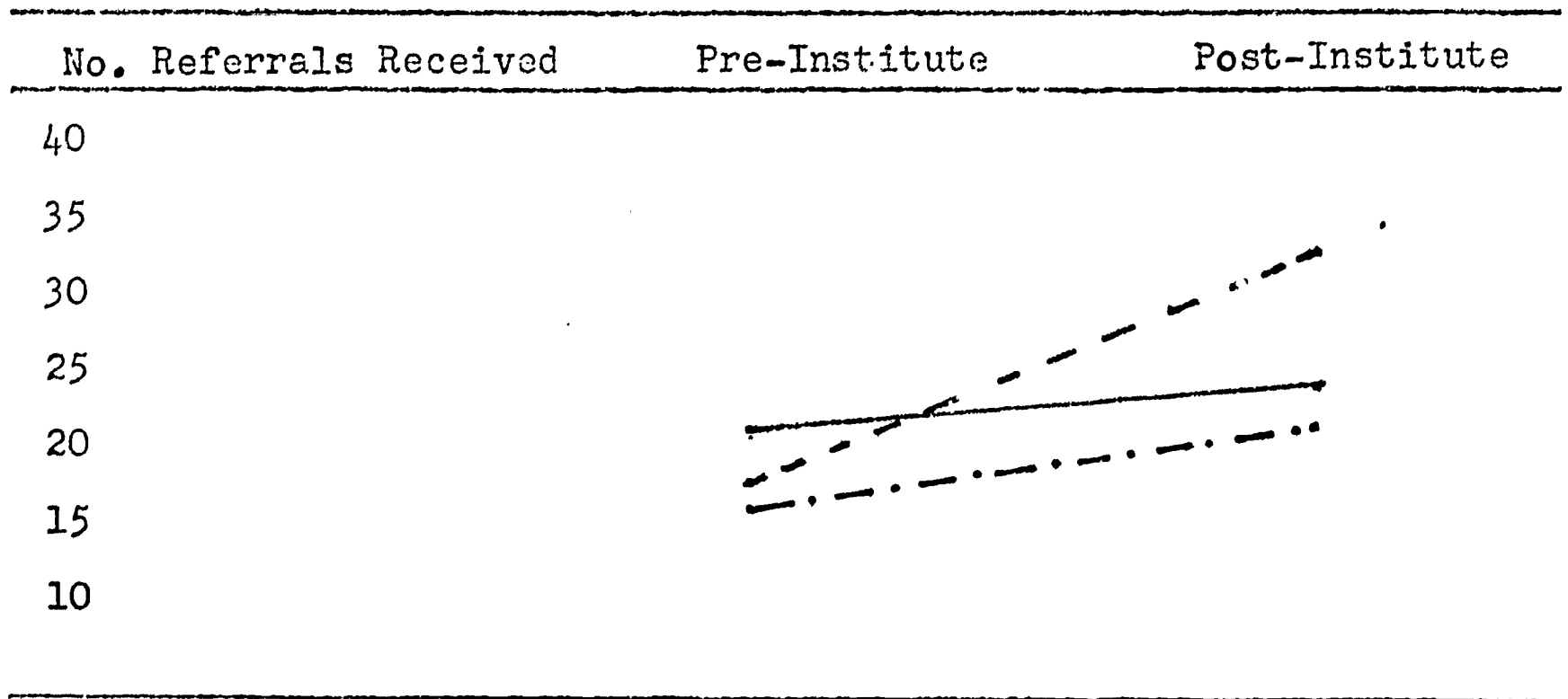


Figure 5

TIME ANALYSIS FORM CHANGES ON NUMBERS OF CASES TESTED
FOR EXPERIMENTAL AND CONTROL GROUPS

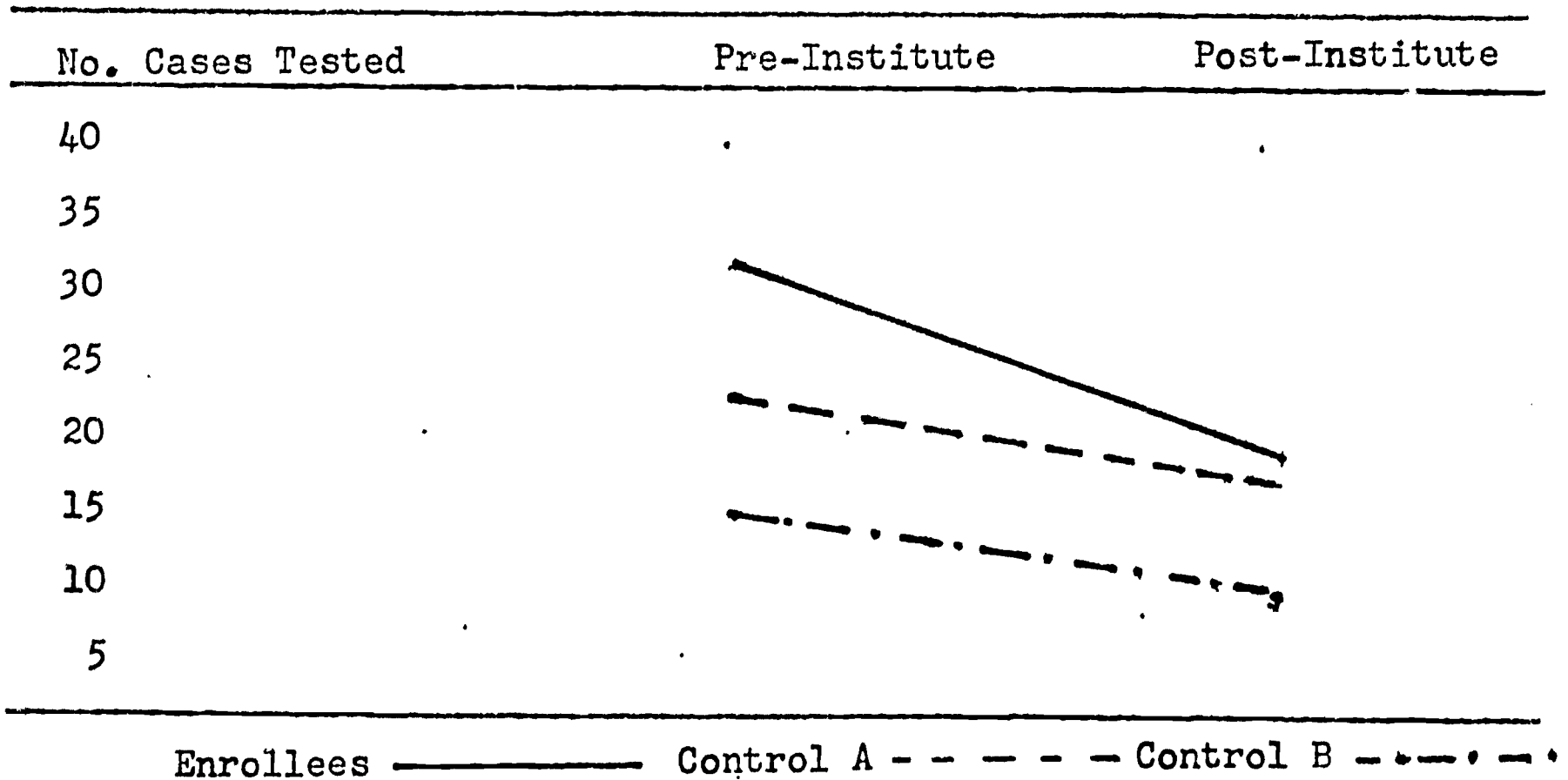


Figure 6

TIME ANALYSIS TOTAL CHANGE ON NUMBER OF REPORTS
WRITTEN EXPERIMENTAL AND CONTROL GROUPS

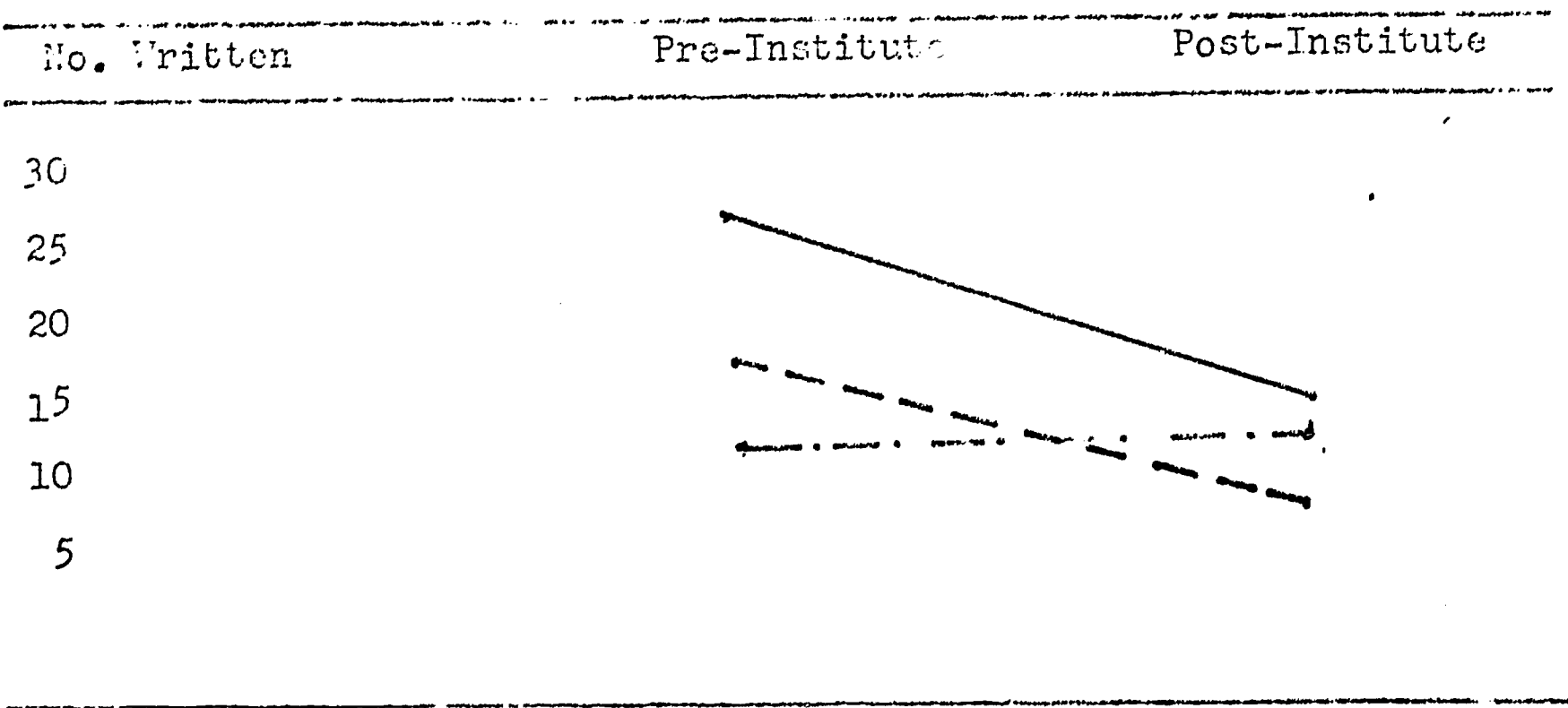


Figure 7

TIME ANALYSIS FORM CHANGE ON NUMBER OF COUNSELING
SESSIONS EXPERIMENTAL AND CONTROL GROUPS

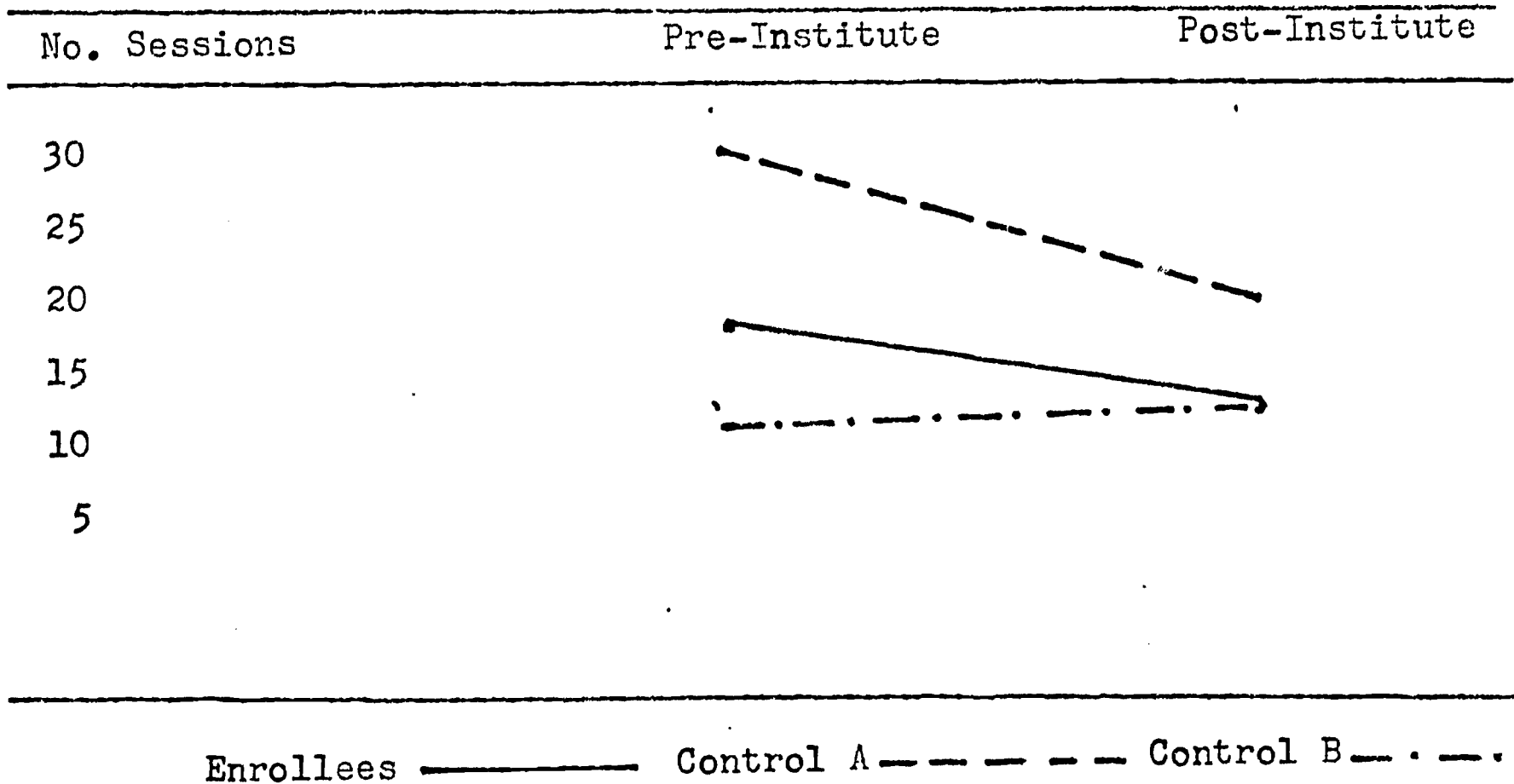


Figure 8

TIME ANALYSIS FORM NUMBER OF CONFERENCES EXPERIMENTAL
AND CONTROL GROUPS

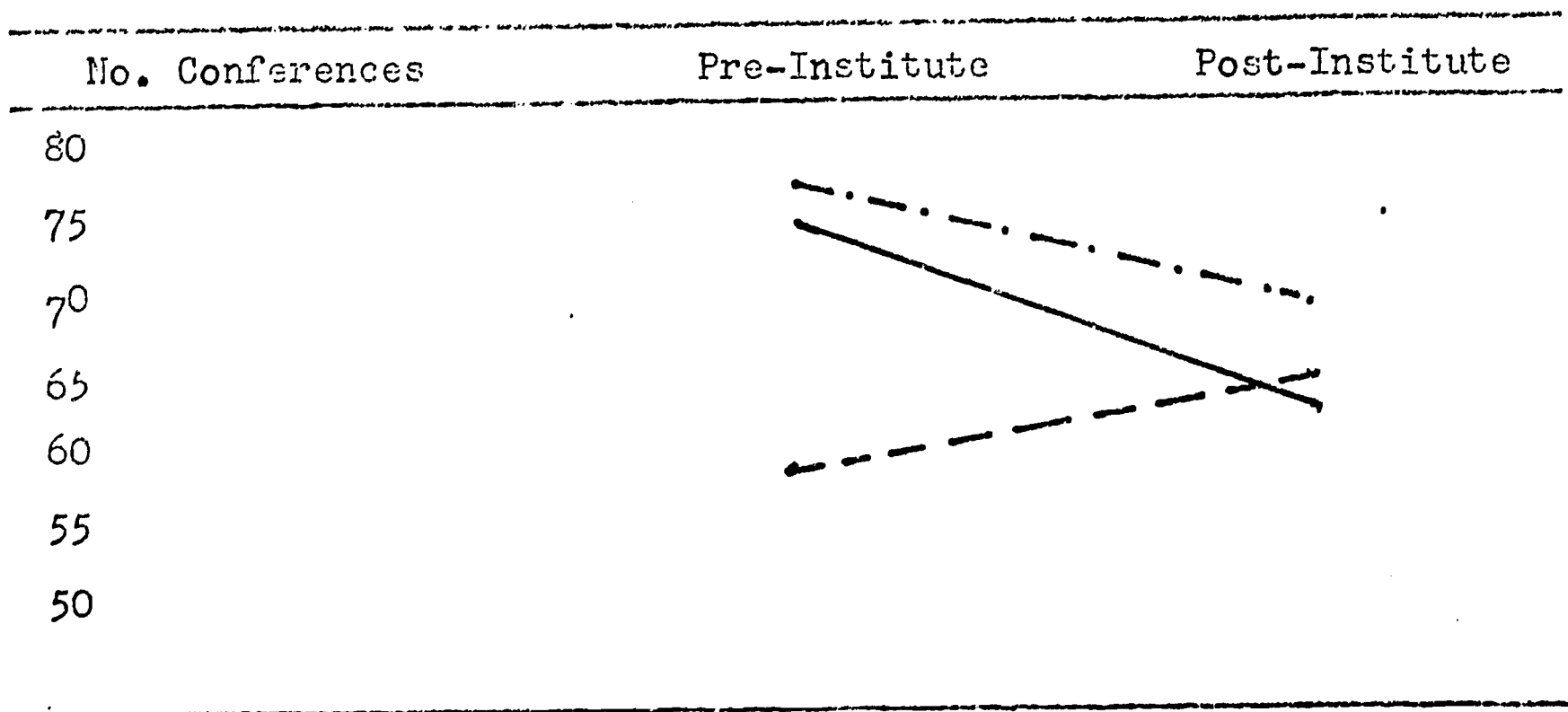


Figure 9

TIME ANALYSIS FORM NUMBER OF RESEARCH ACTIVITIES
EXPERIMENTAL AND CONTROL GROUPS

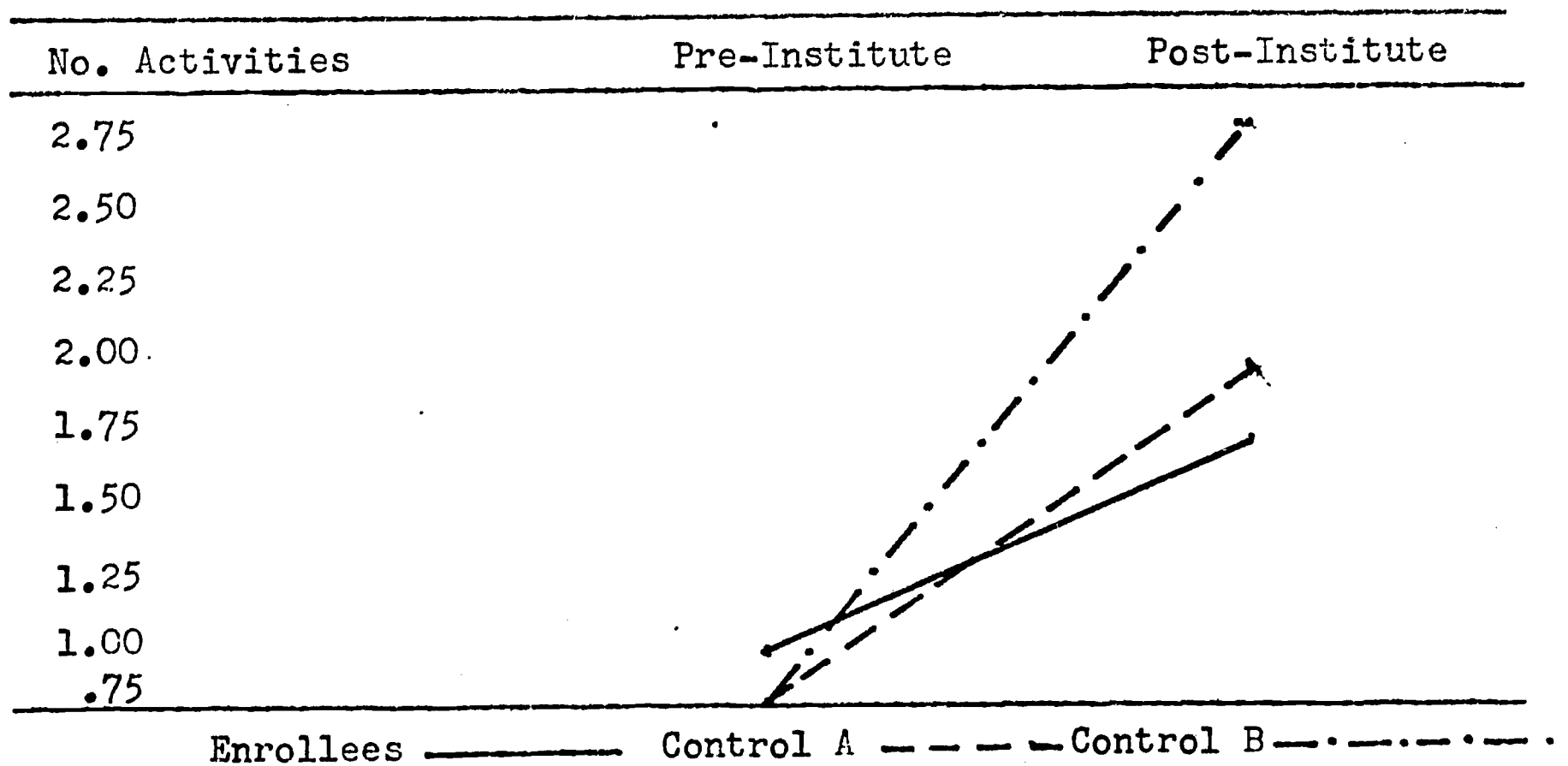


Figure 10

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: DIAGNOSIS CLINICAL
CHANGES FOR EXPERIMENTAL AND CONTROL GROUPS

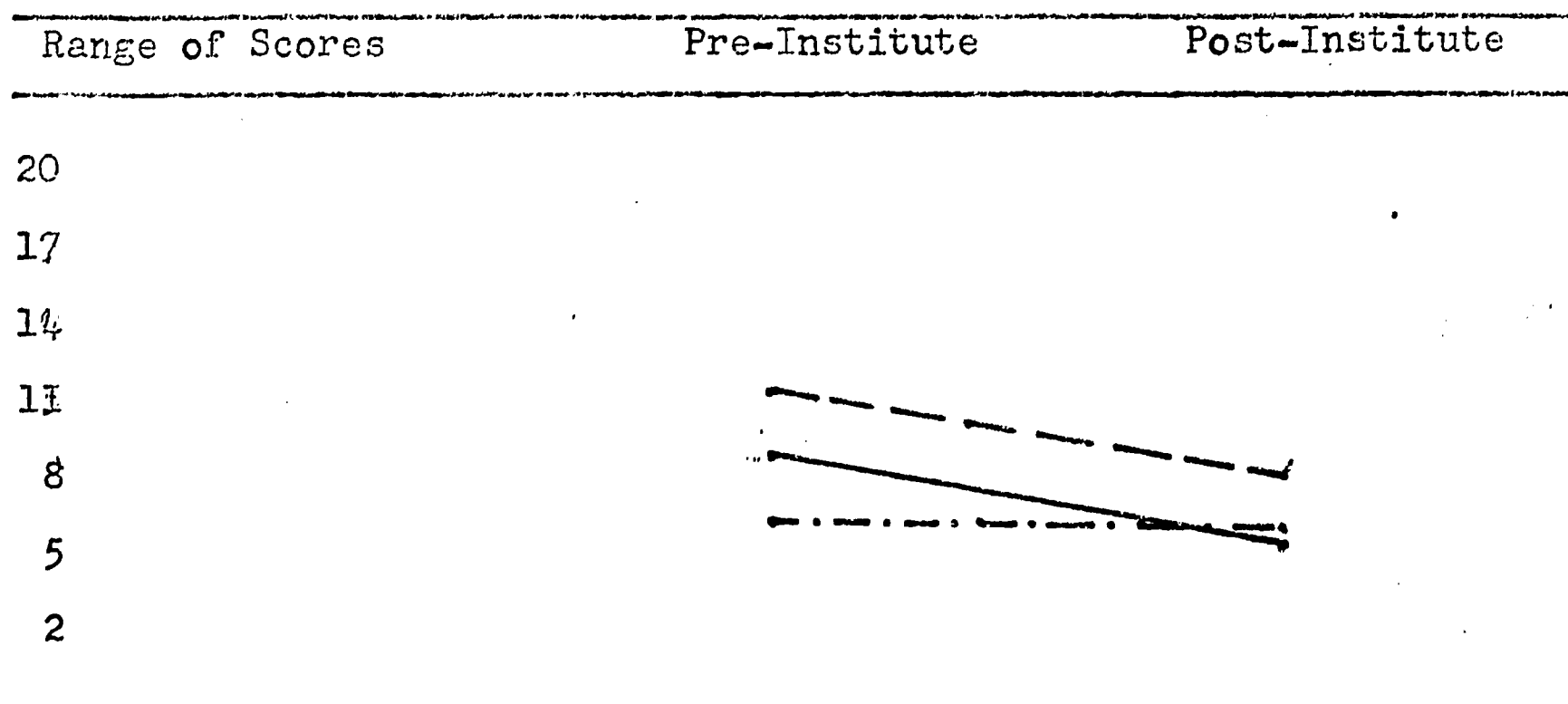


Figure 11

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: DIAGNOSIS SELF-CONCEPT
CHANGES FOR EXPERIMENTAL AND CONTROL GROUPS

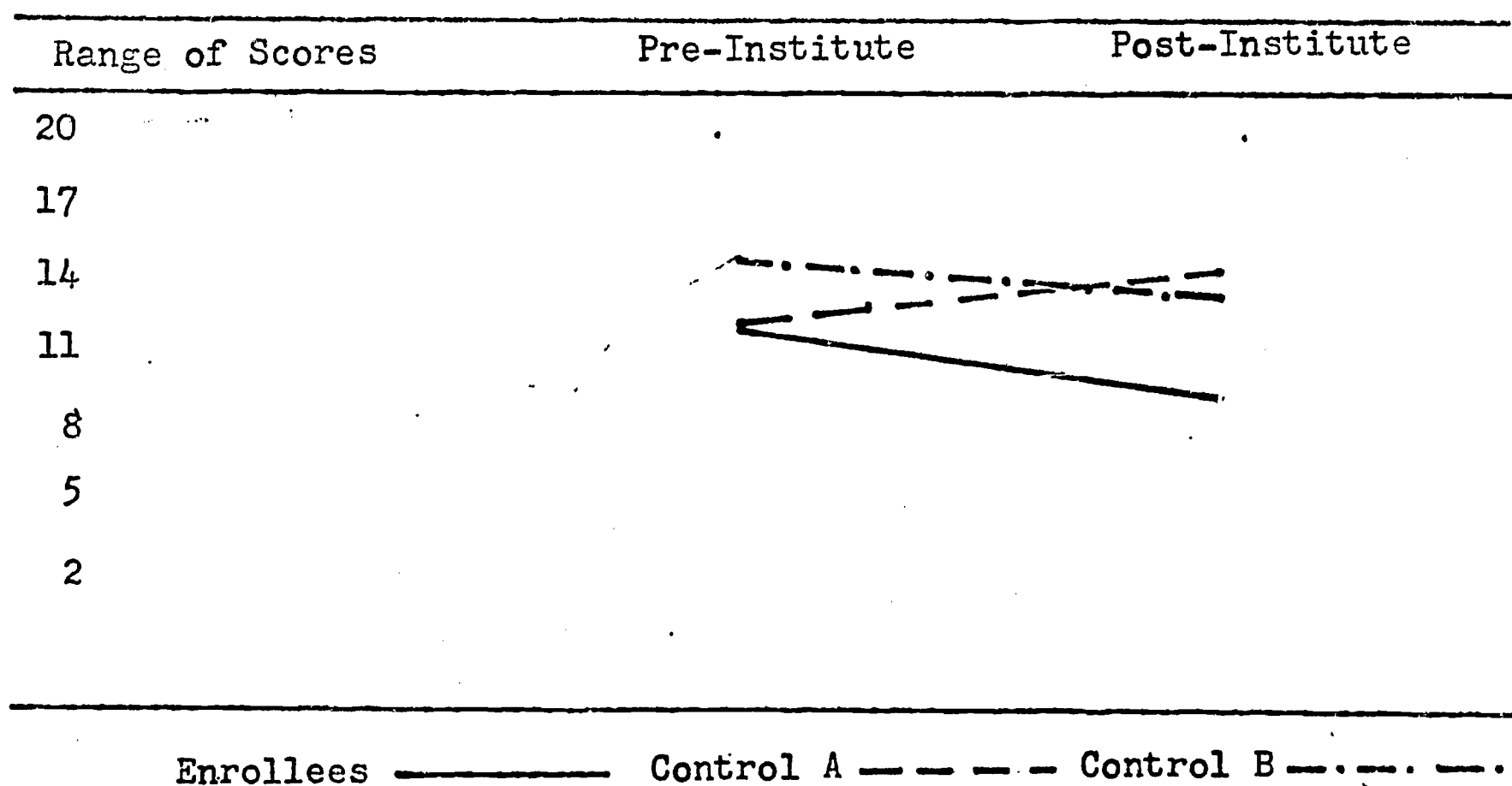


Figure 12

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: DIAGNOSIS BEHAVIORAL
CHANGES FOR EXPERIMENTAL AND CONTROL GROUPS

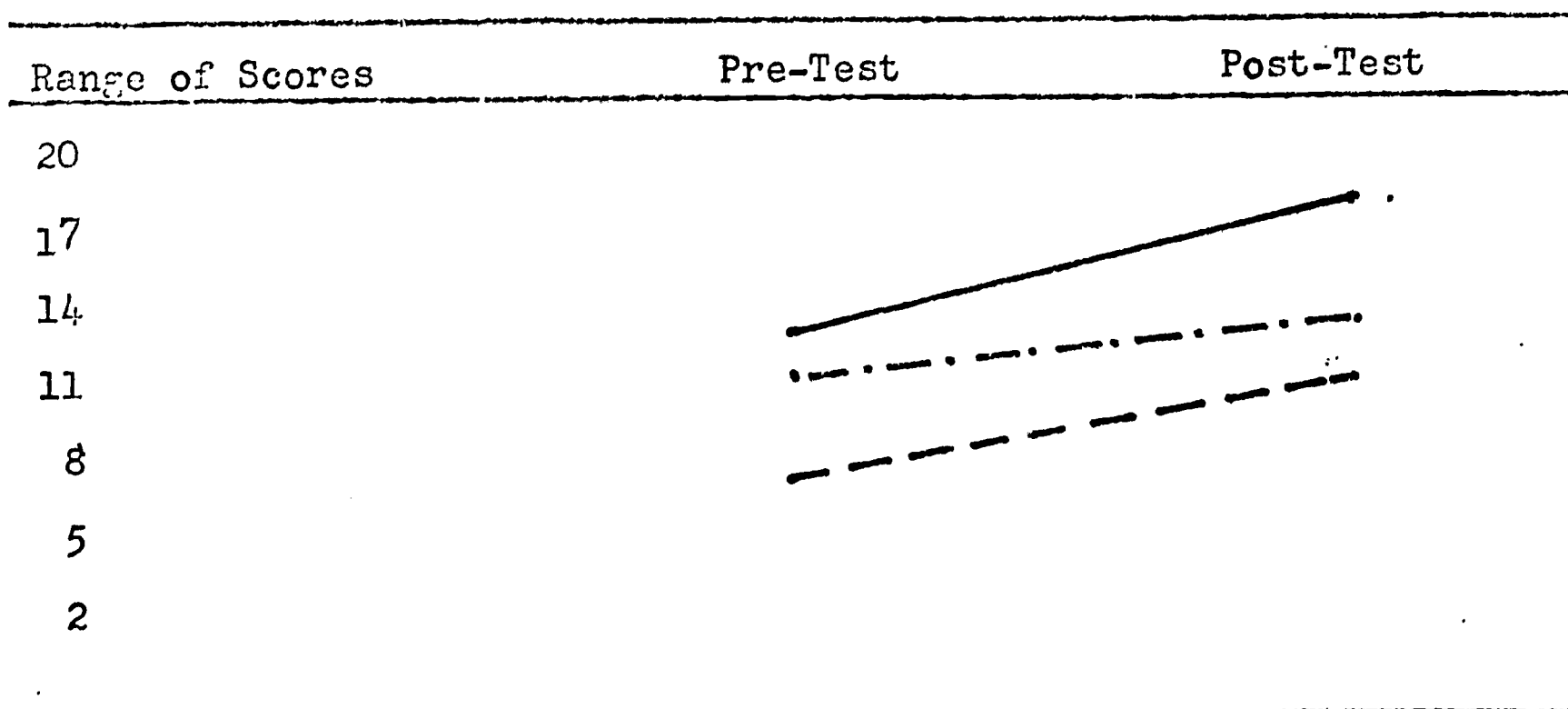


Figure 13

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: TREATMENT CLINICAL
CHANGES FOR EXPERIMENTAL AND CONTROL GROUPS

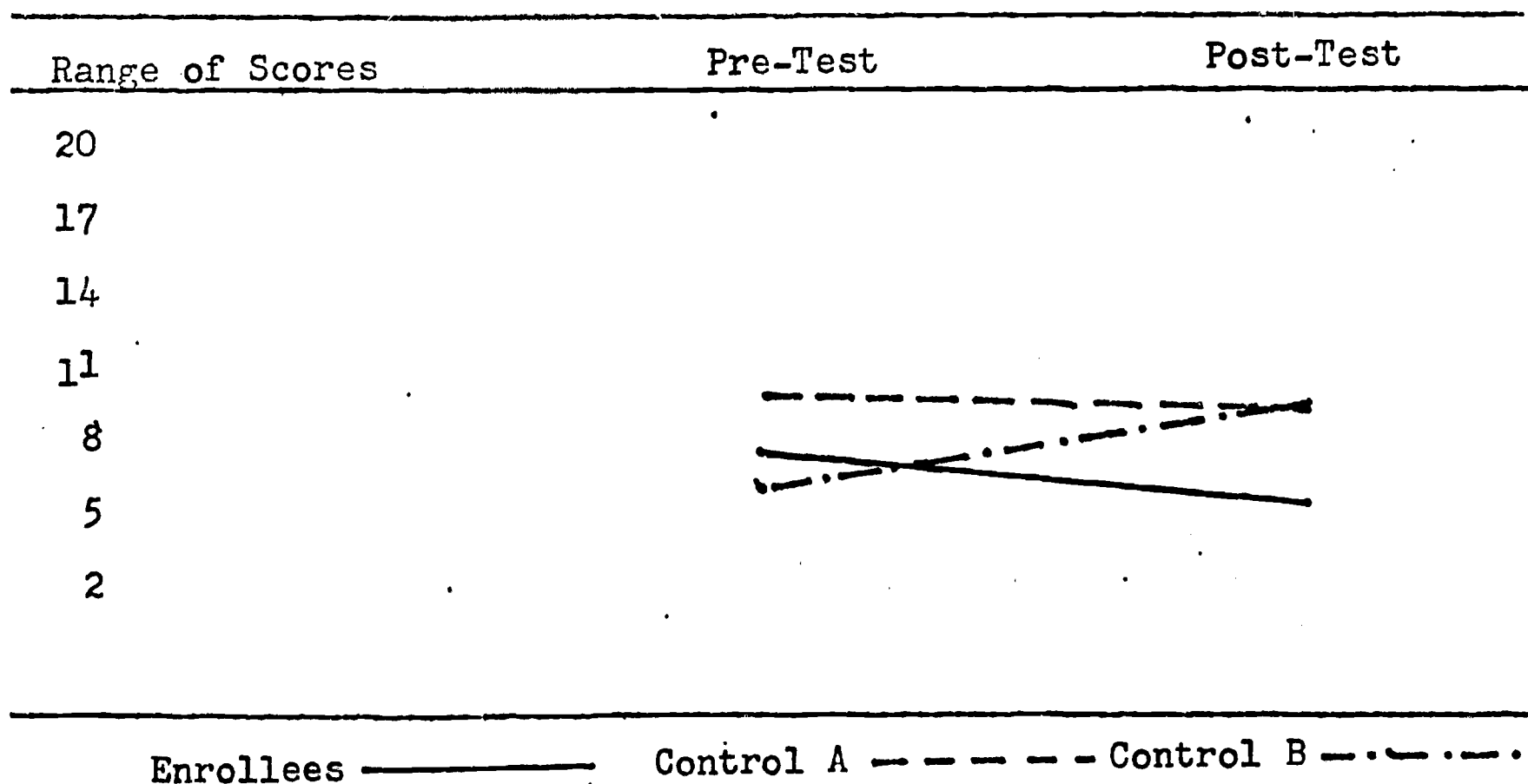


Figure 14

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: TREATMENT SELF-CONCEPT
CHANGES FOR EXPERIMENTAL AND CONTROL GROUPS

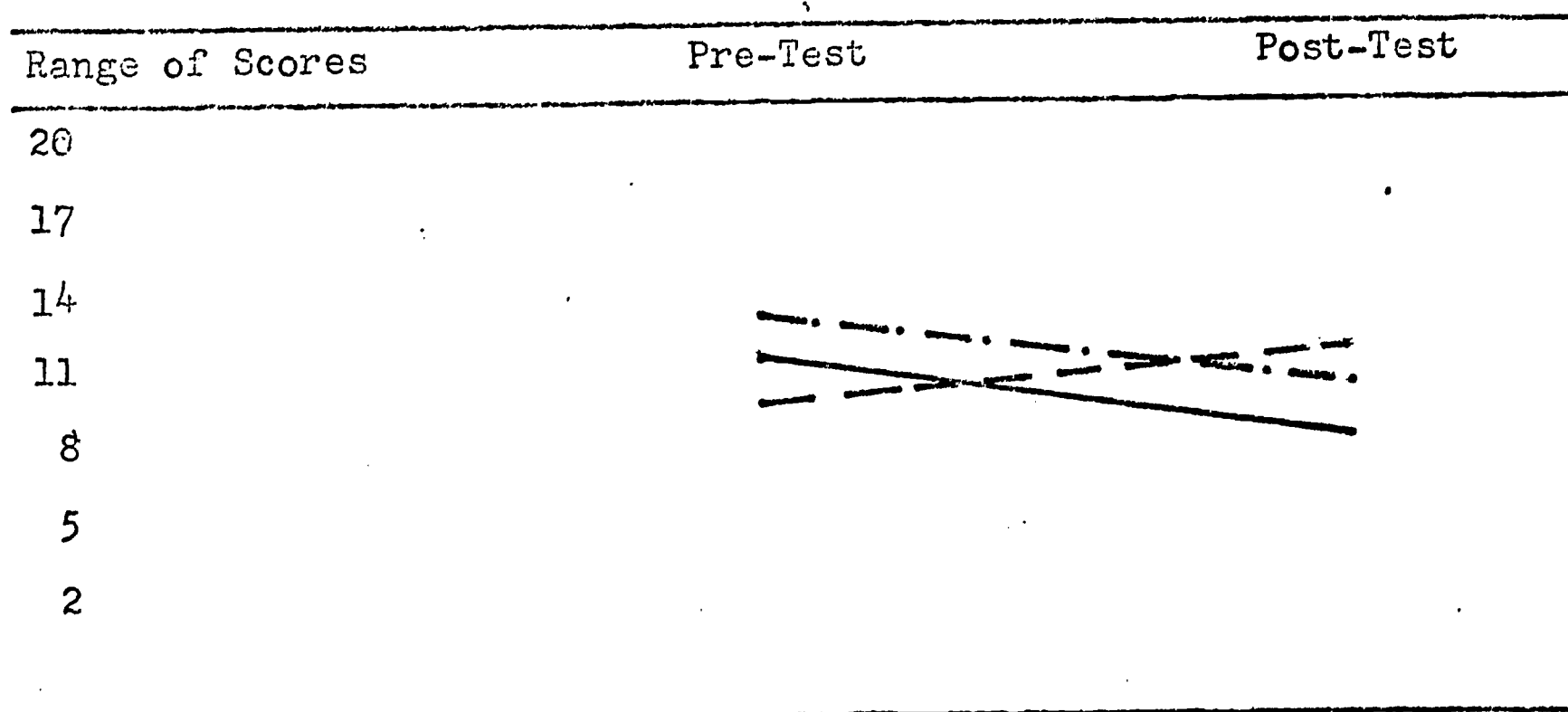


Figure 15

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: TREATMENT BEHAVIORAL
CHANGES FOR EXPERIMENTAL AND CONTROL GROUPS

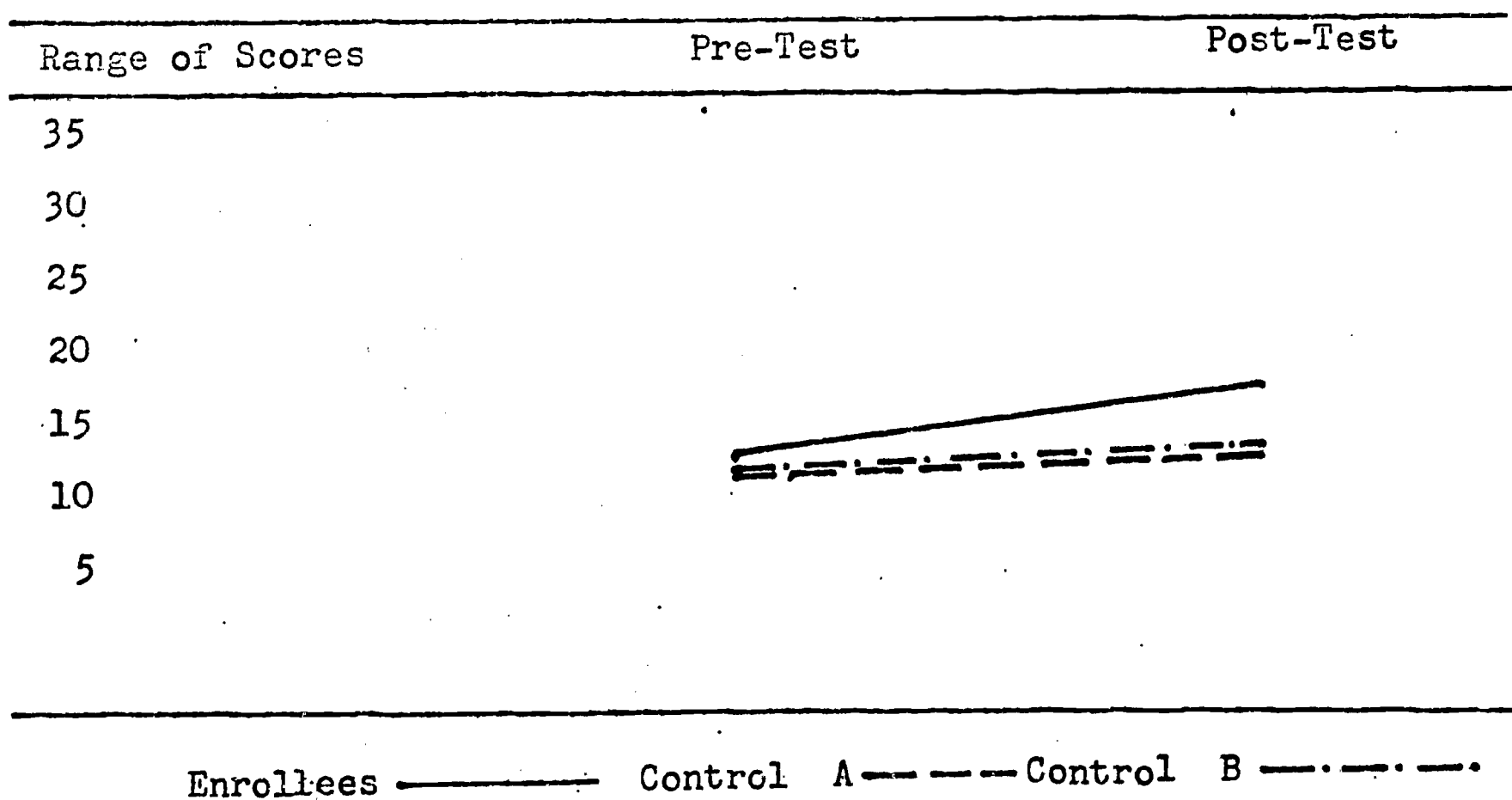


Figure 16

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: TOTAL CLINICAL CHANGES
EXPERIMENTAL AND CONTROL GROUPS

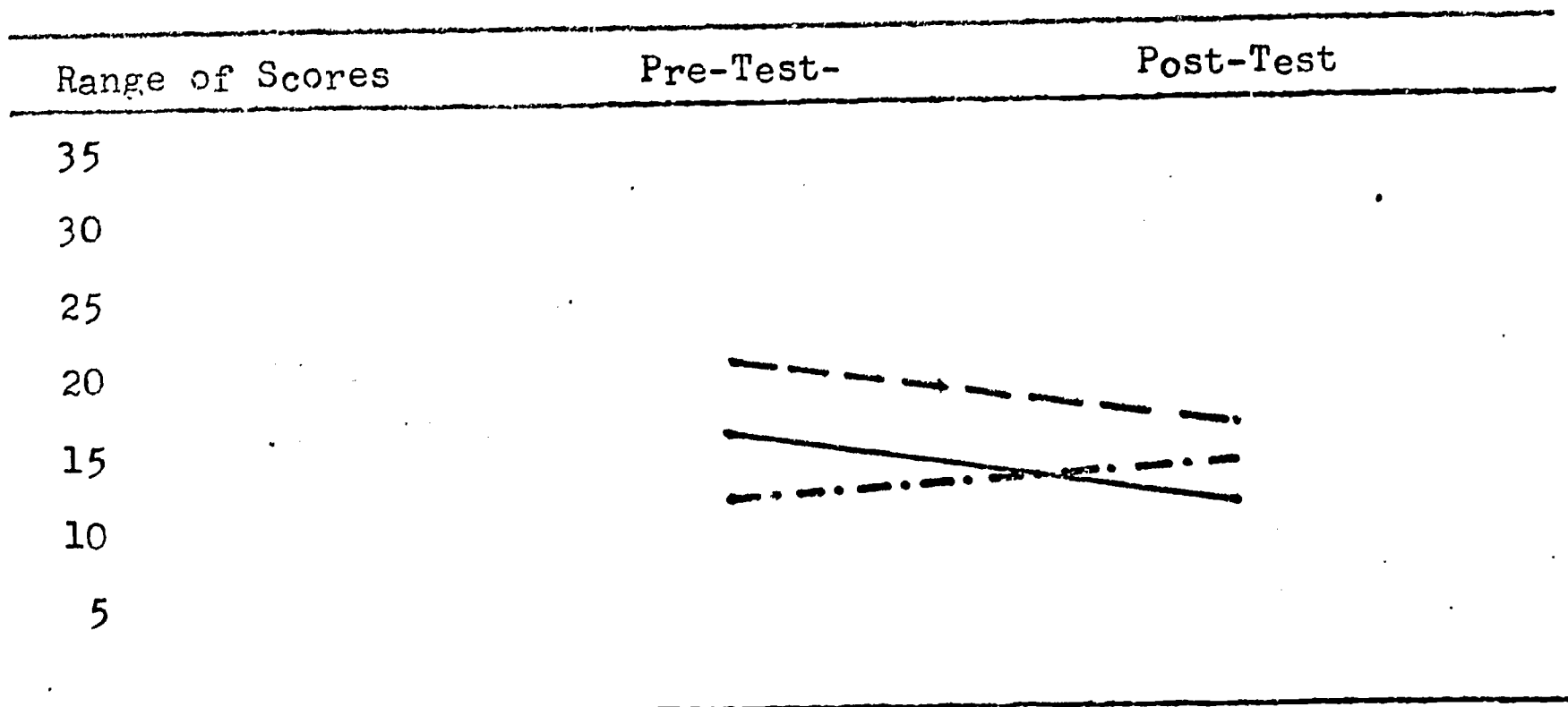


Figure 17

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: TOTAL SELF-CONCEPT CHANGES
EXPERIMENTAL AND CONTROL GROUPS

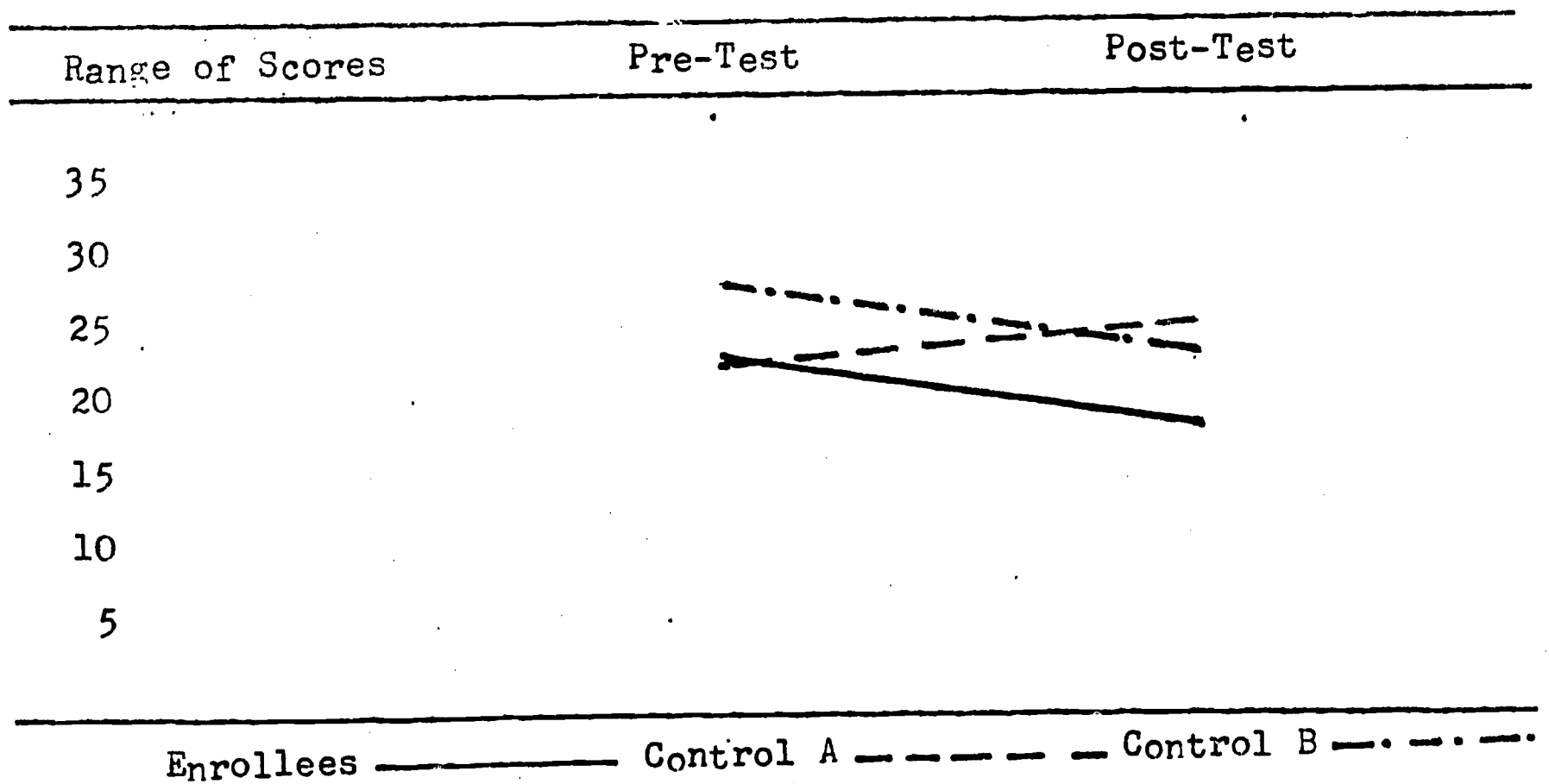


Figure 18

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: TOTAL BEHAVIORAL CHANGES
EXPERIMENTAL AND CONTROL GROUPS

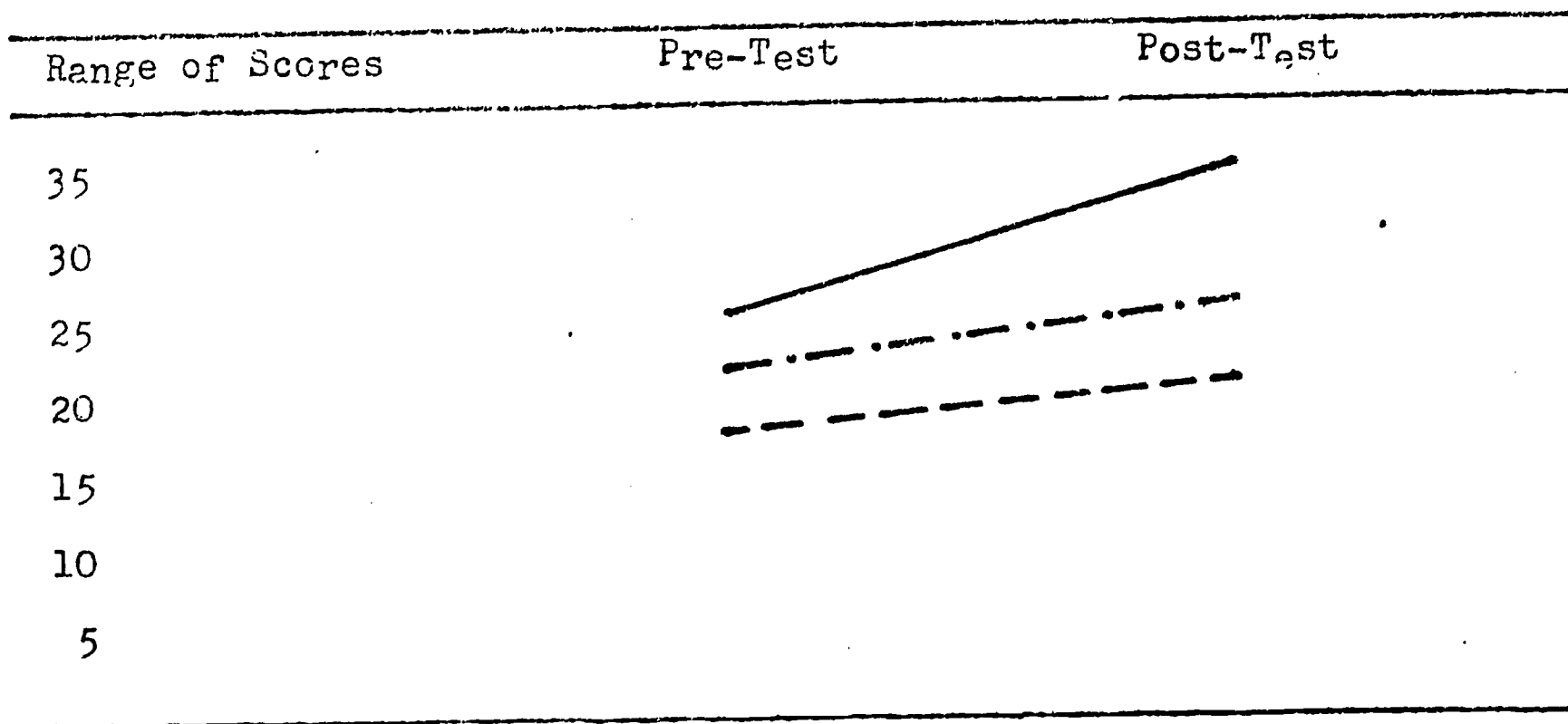


Figure 19

PSYCHOLOGICAL PRACTICES QUESTIONNAIRE: TOTAL ECLECTIC CHANGES
EXPERIMENTAL AND CONTROL GROUPS

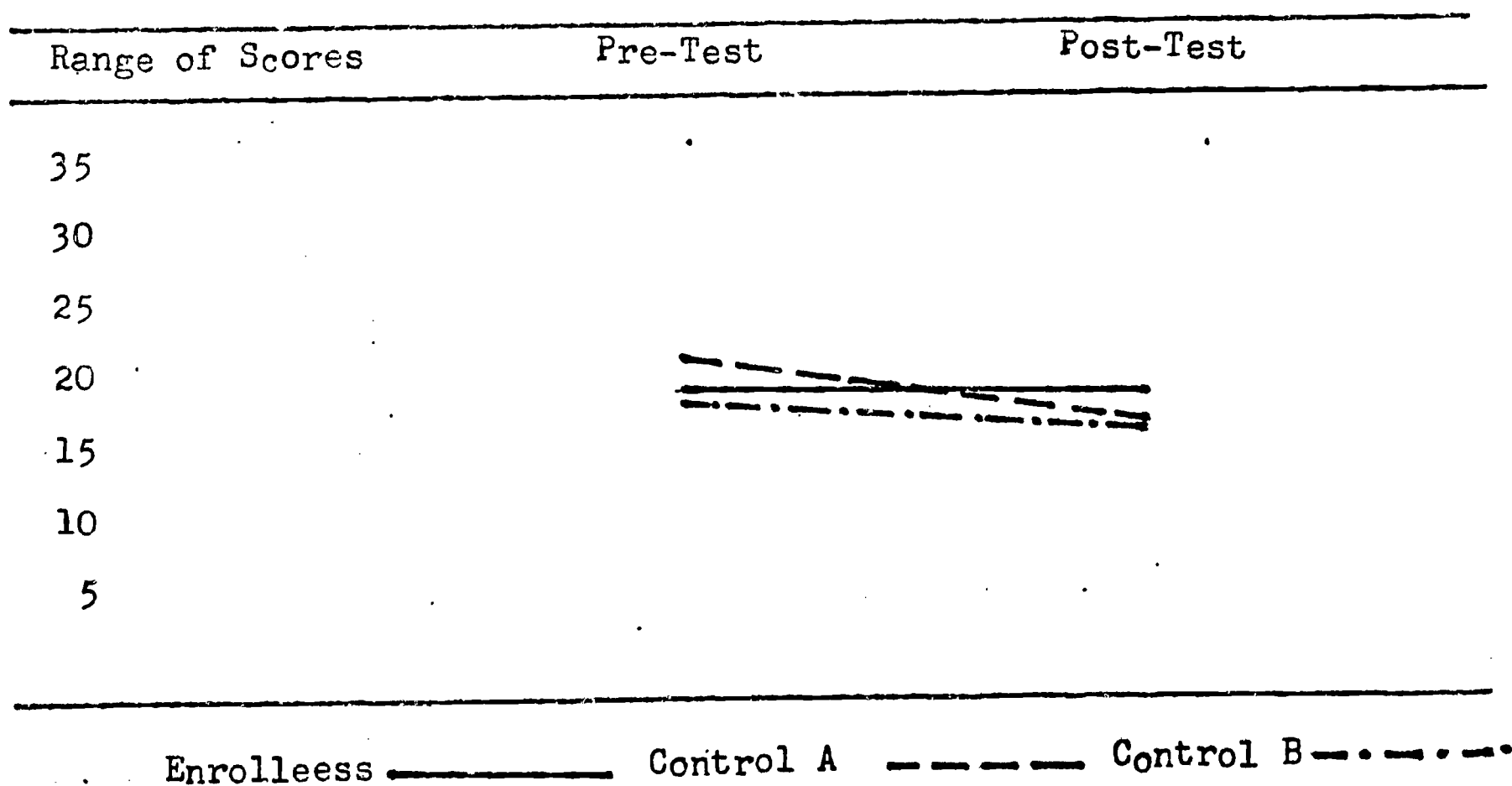


Figure 20

CONCEPT CHECK LIST: TOTAL CLINICAL SCALE CHANGES
EXPERIMENTAL AND CONTROL GROUPS

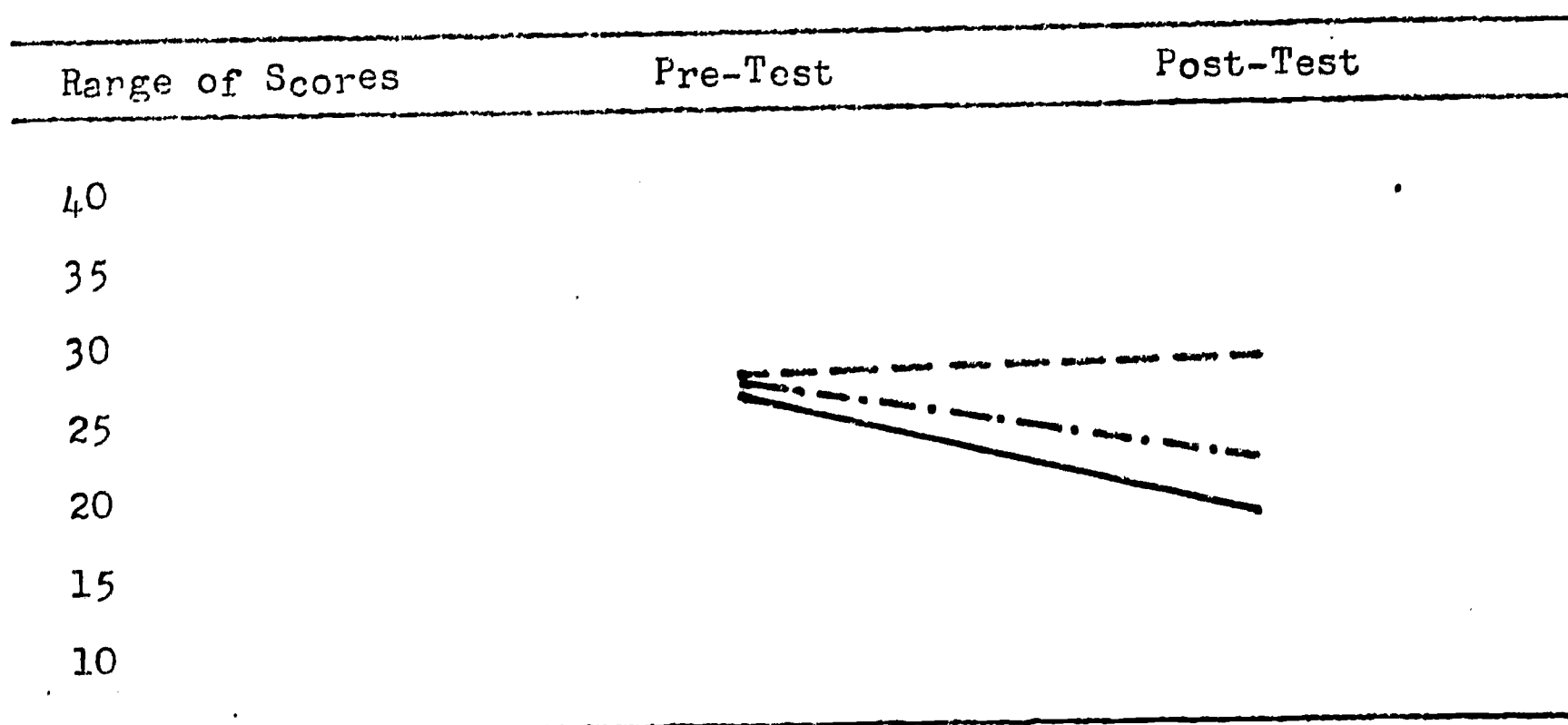


Figure 21

CONCEPT CHECK LIST: TOTAL SELF-CONCEPT SCALE CHANGES
EXPERIMENTAL AND CONTROL GROUPS

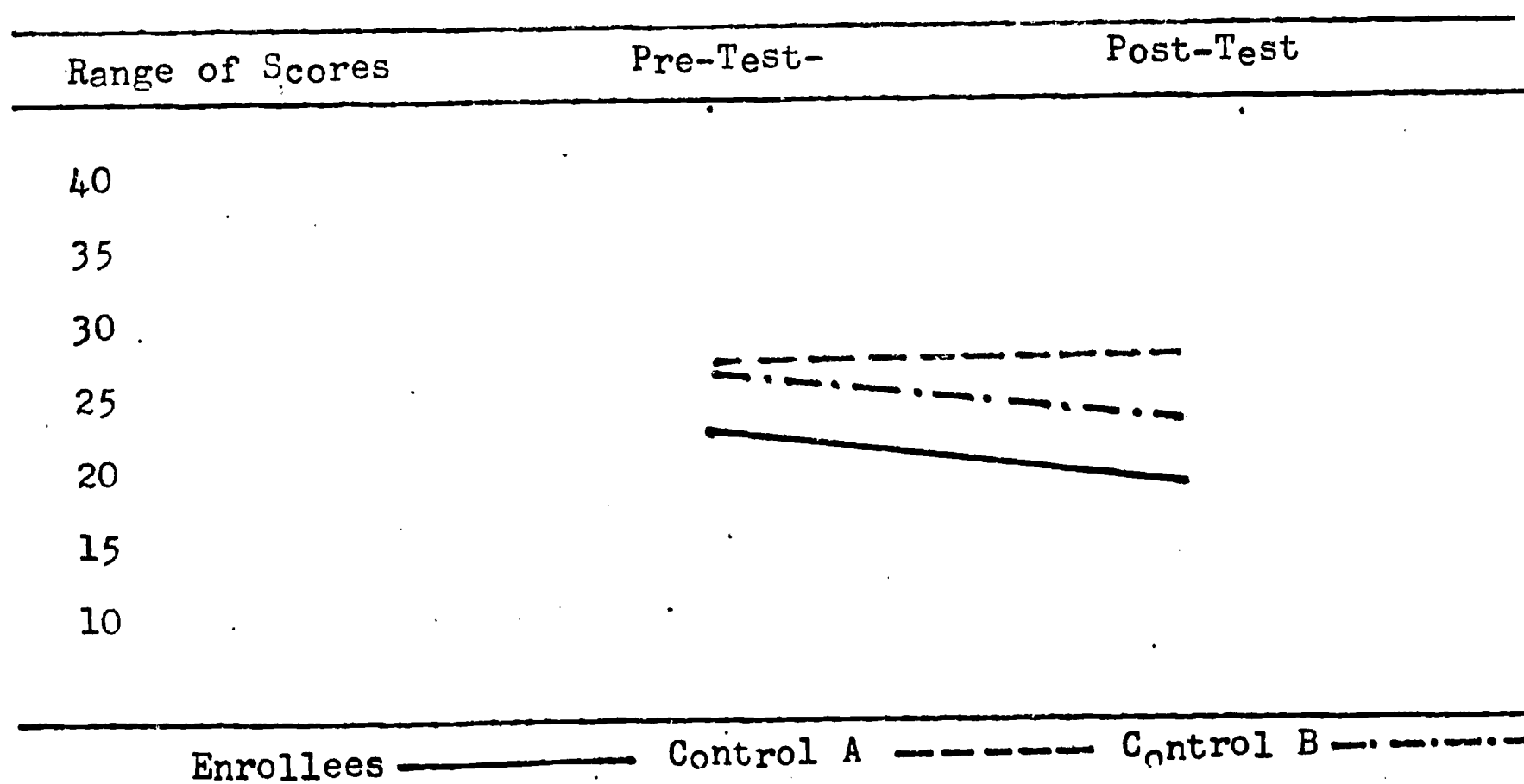


Figure 22

CONCEPT CHECK LIST: TOTAL BEHAVIORAL CHANGES
EXPERIMENTAL AND CONTROL GROUPS

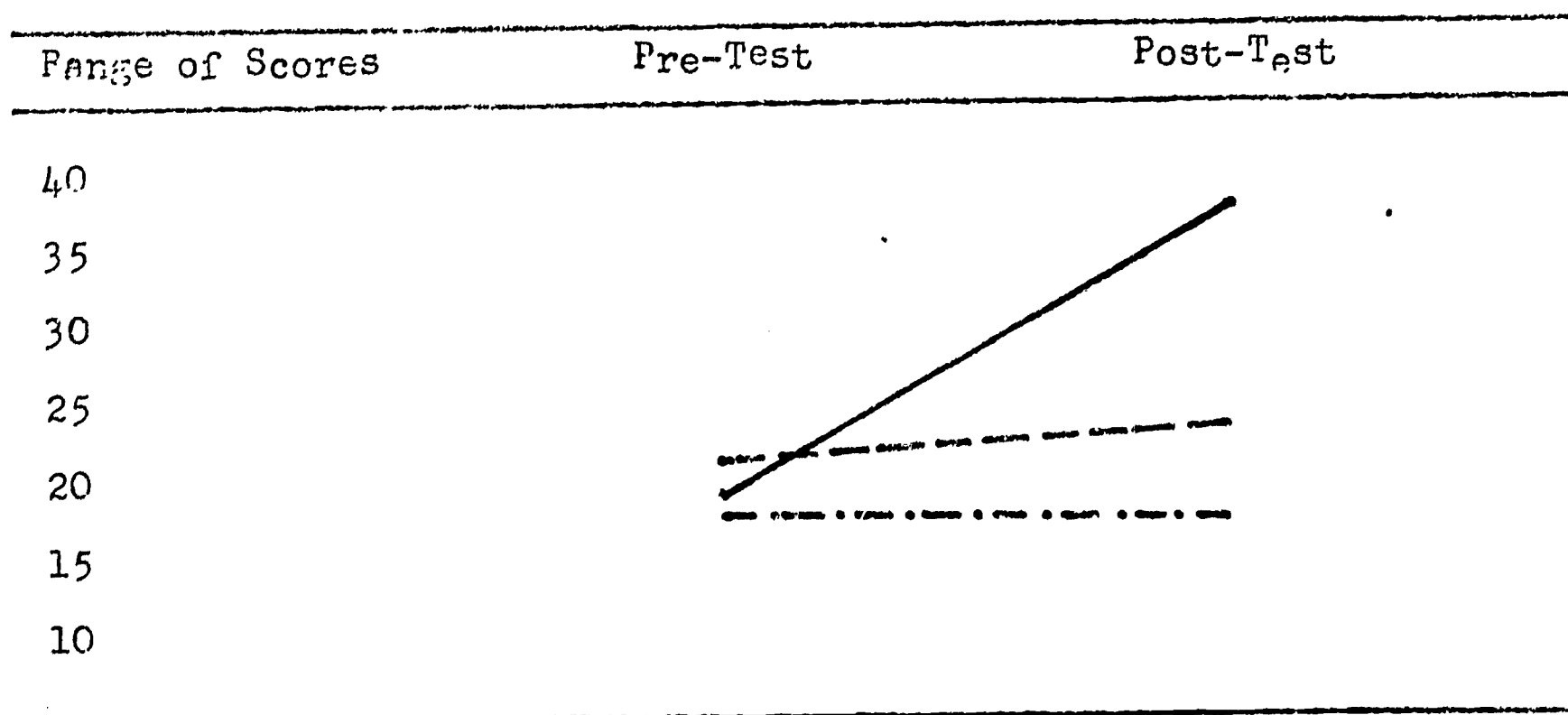


Figure 23

SERVICES QUESTIONNAIRE: SERVICES TO INDIVIDUAL REAL CHANGES
EXPERIMENTAL AND CONTROL GROUPS

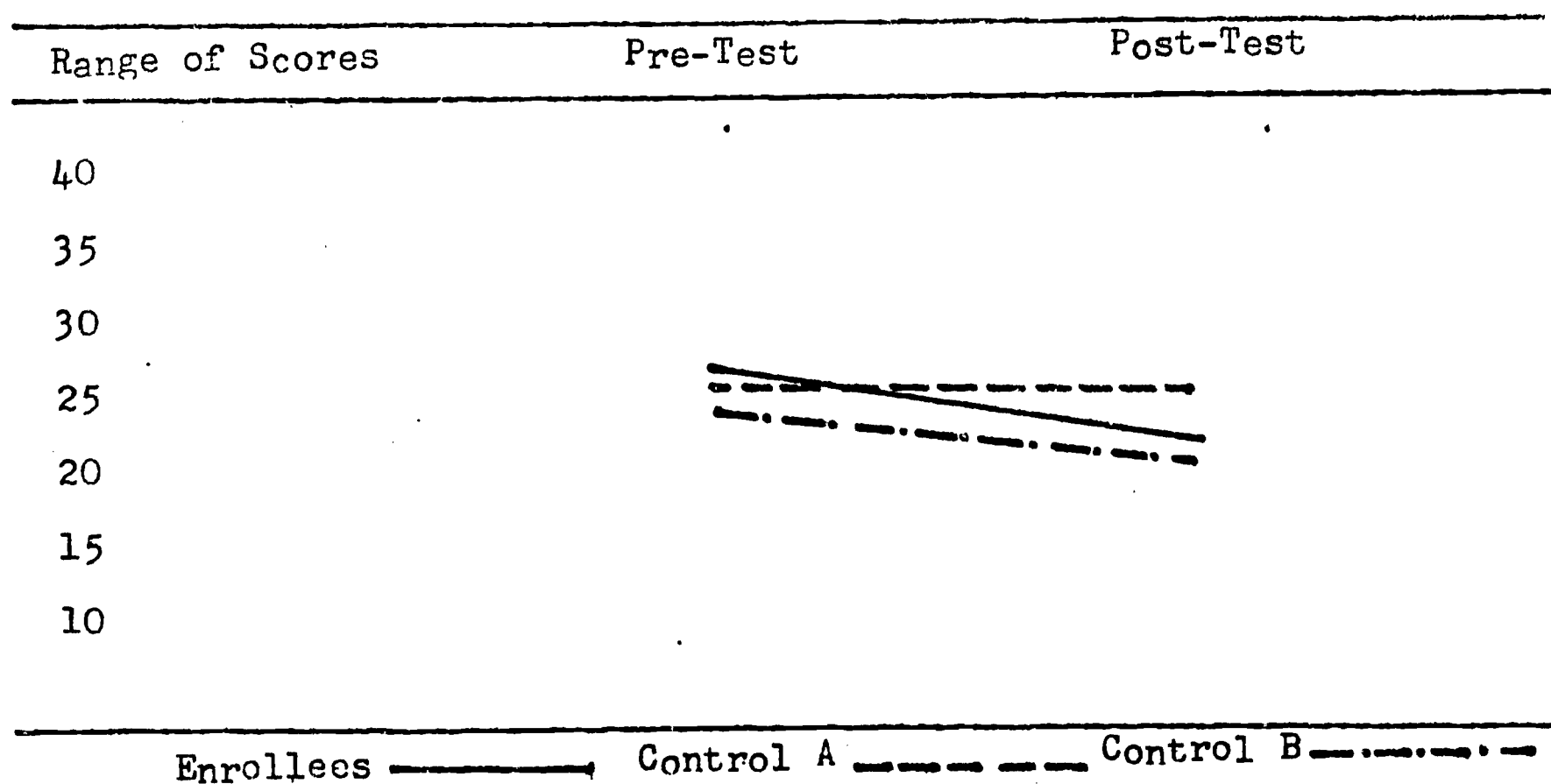


Figure 24

SERVIC S QUESTIONNAIRE: SERVICES TO INDIVIDUAL IDEAL CHARGES
EXPERIMENTAL AND CONTROL GROUPS

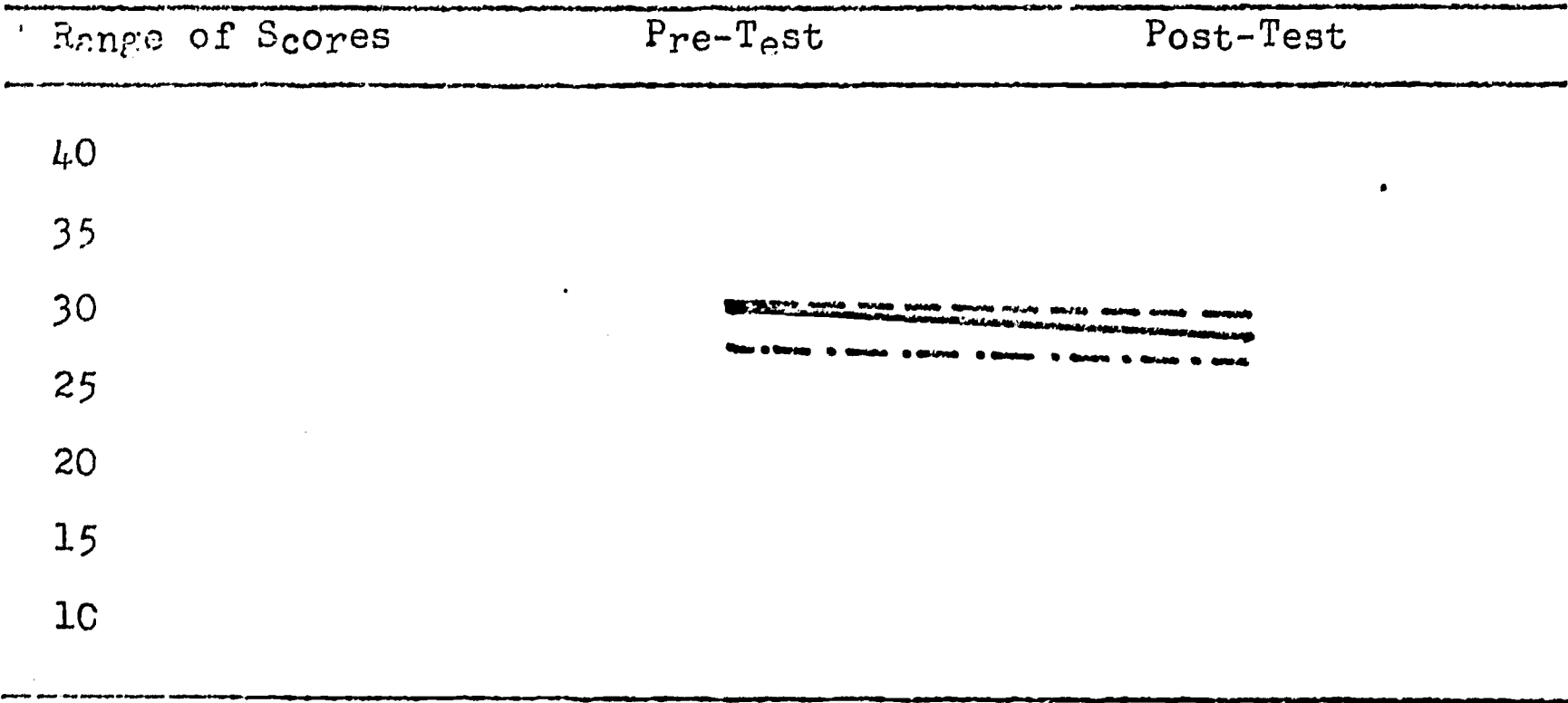
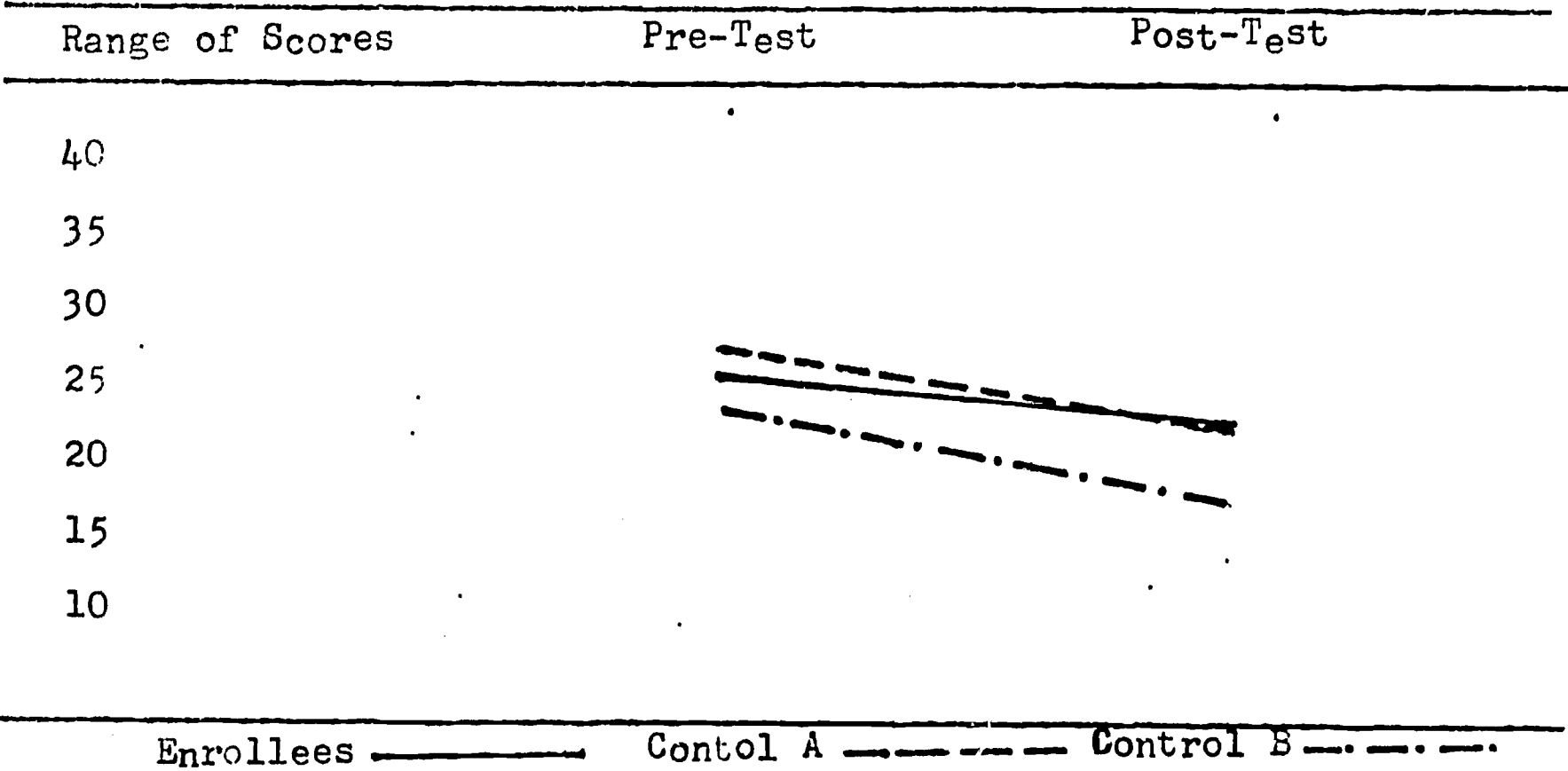


Figure 25

SERVICES QUESTIONNAIRE: SERVICES SCHOOL AS WHOLE REAL CHARGES
EXPERIMENTAL AND CONTROL GROUPS



Enrollees ————— Control A - - - - - Control B

Figure 26

SERVICES QUESTIONNAIRE: SERVICES SCHOOL AS A WHOLE IDEAL CHANGES
EXPERIMENTAL AND CONTROL GROUPS

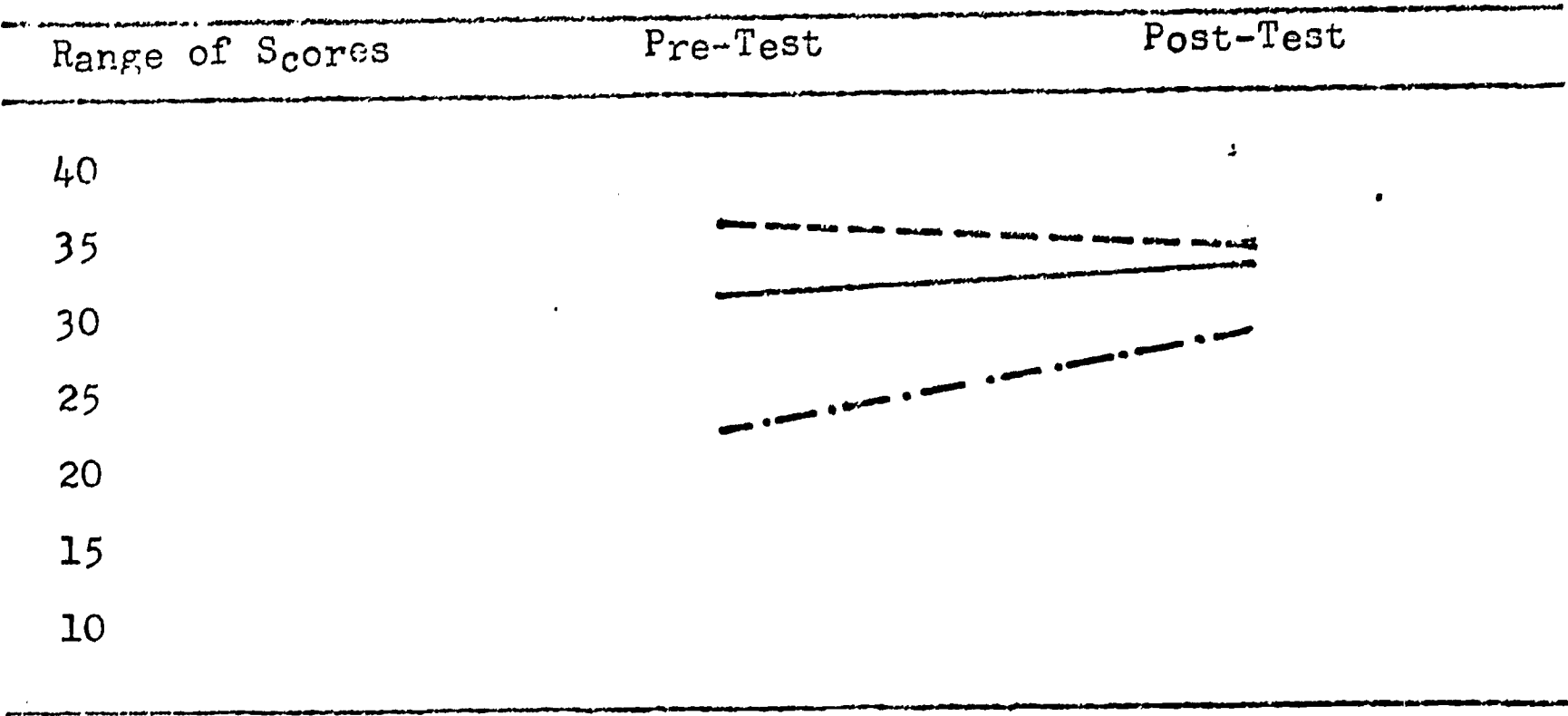


Figure 27

SERVICES QUESTIONNAIRE: RESEARCH REAL SCALE CHANGES
EXPERIMENTAL AND CONTROL GROUPS

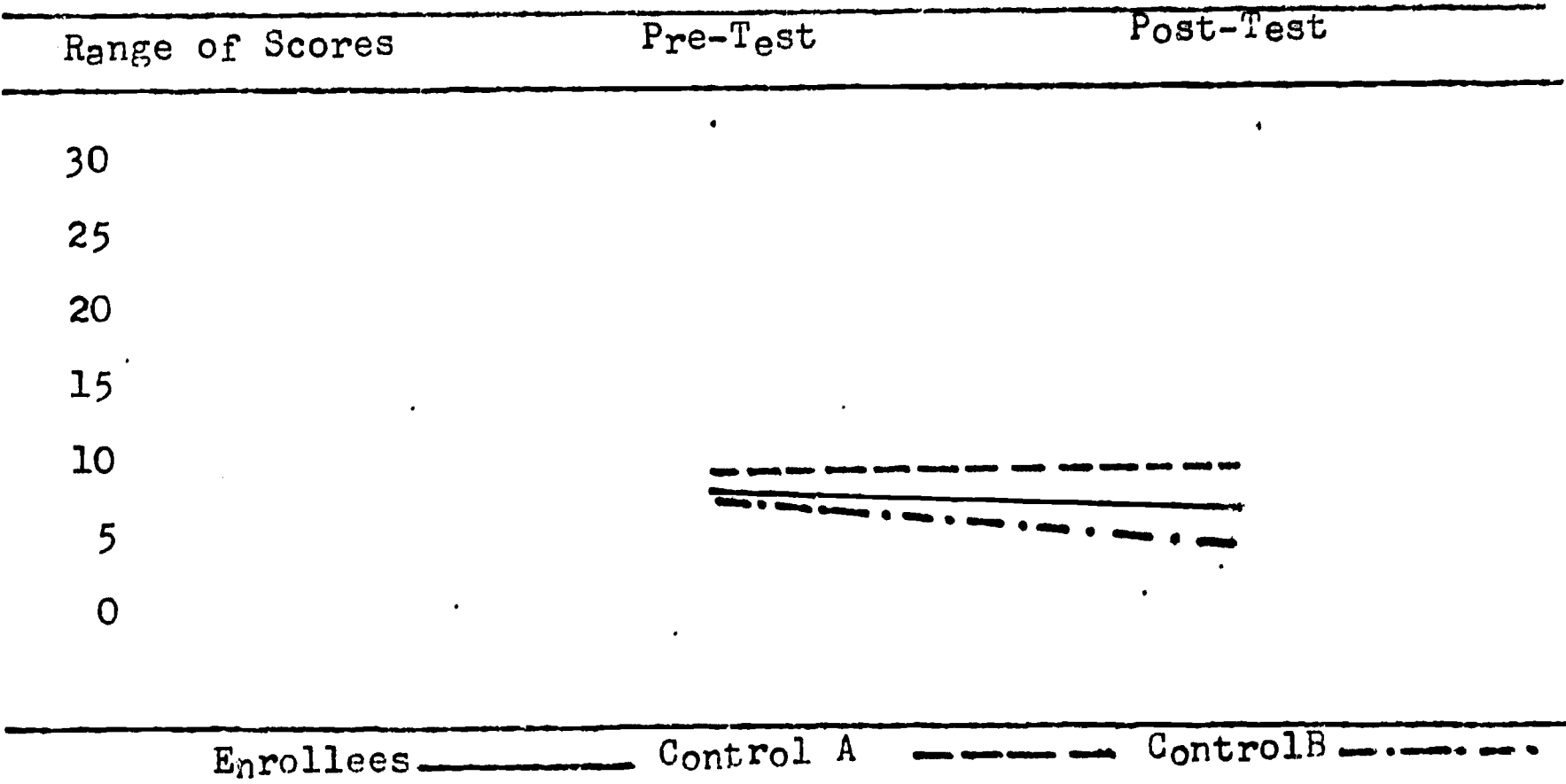


Figure 28

SERVICES QUESTIONNAIRE: RESEARCH IDEAL SCALE CHANGES
EXPERIMENTAL AND CONTROL GROUPS

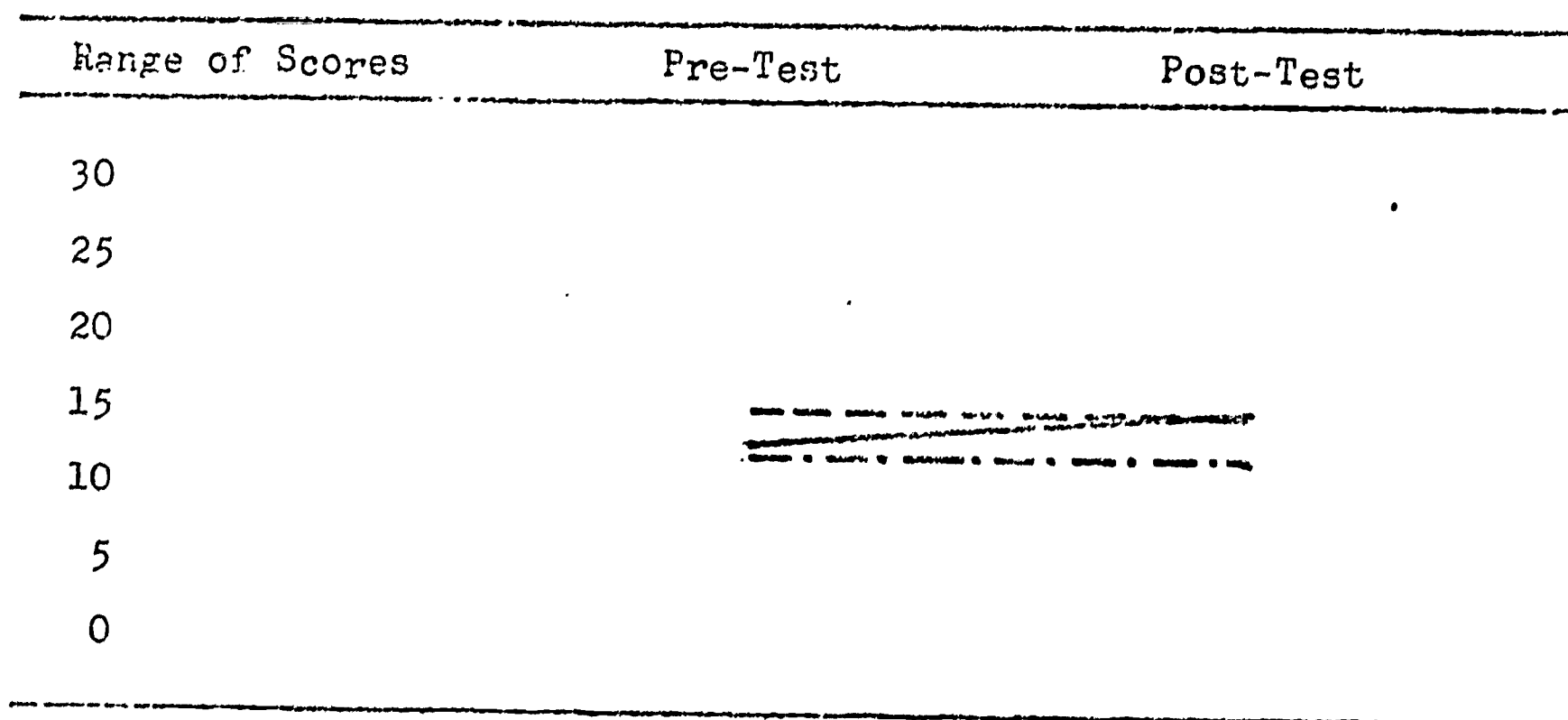


Figure 29

SERVICES QUESTIONNAIRE: COMMUNITY REAL SCALE CHANGES
EXPERIMENTAL AND CONTROL GROUPS

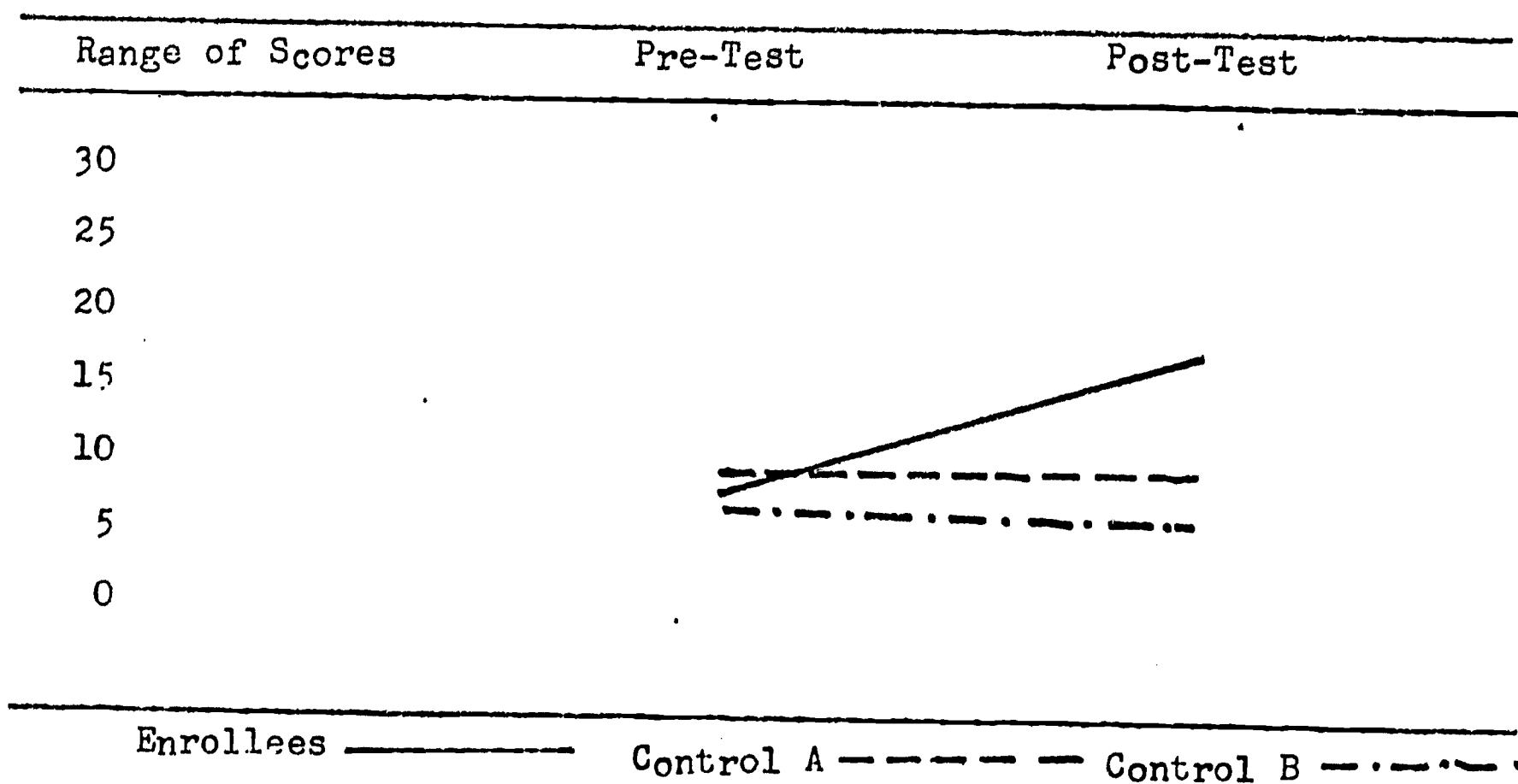


Figure 30

SERVICES QUESTIONNAIRE: COMMUNITY IDEAL SCALE CHANGES
EXPERIMENTAL AND CONTROL GROUPS

Range of Scores	Pre-Test	Post-Test
30		
25		
20		
15		
10	-----	-----
5	-----	-----
0		

Figure 31

SUM OF STRUCTURE: PROPER RAPPORT OBSERVATION CHANGES
EXPERIMENTAL AND CONTROL GROUPS

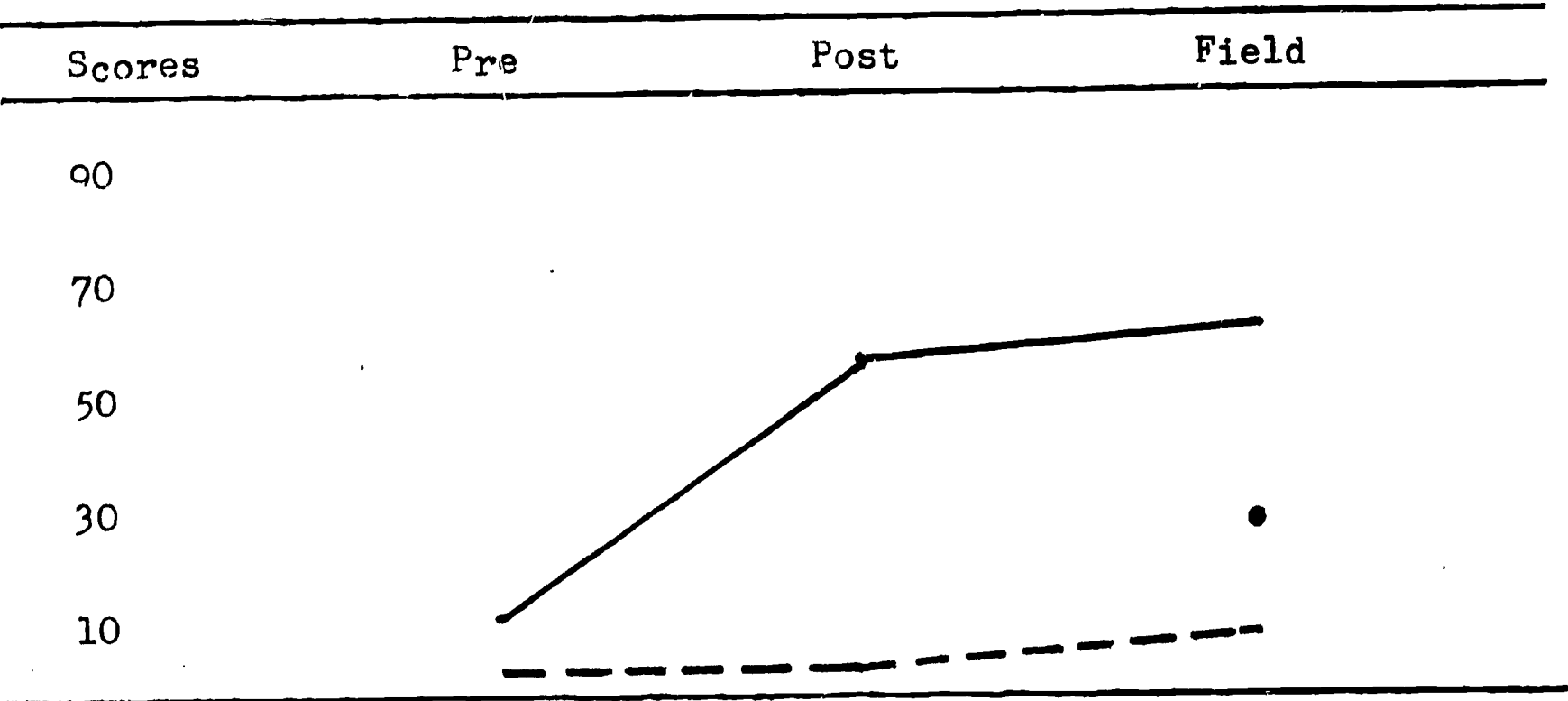


Figure 32

SUM OF STRUCTURE: BEHAVIORAL RESPONSE OBSERVATION CHANGES
EXPERIMENTAL AND CONTROL GROUPS

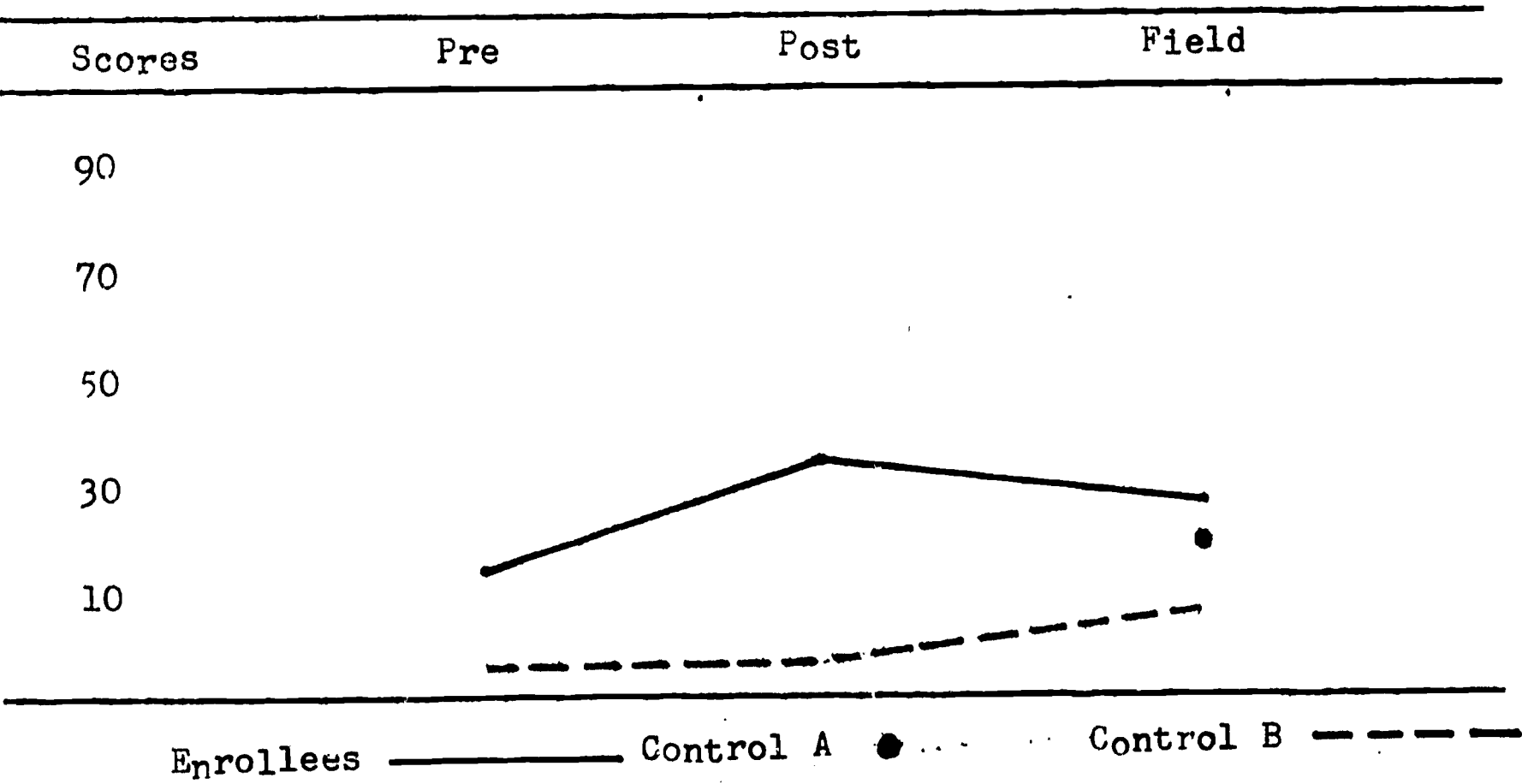


Figure 33

SUM OF ASSESSMENT: BEHAVIORAL RESPONSES OBSERVATION CHANGES
EXPERIMENTAL AND CONTROL GROUPS

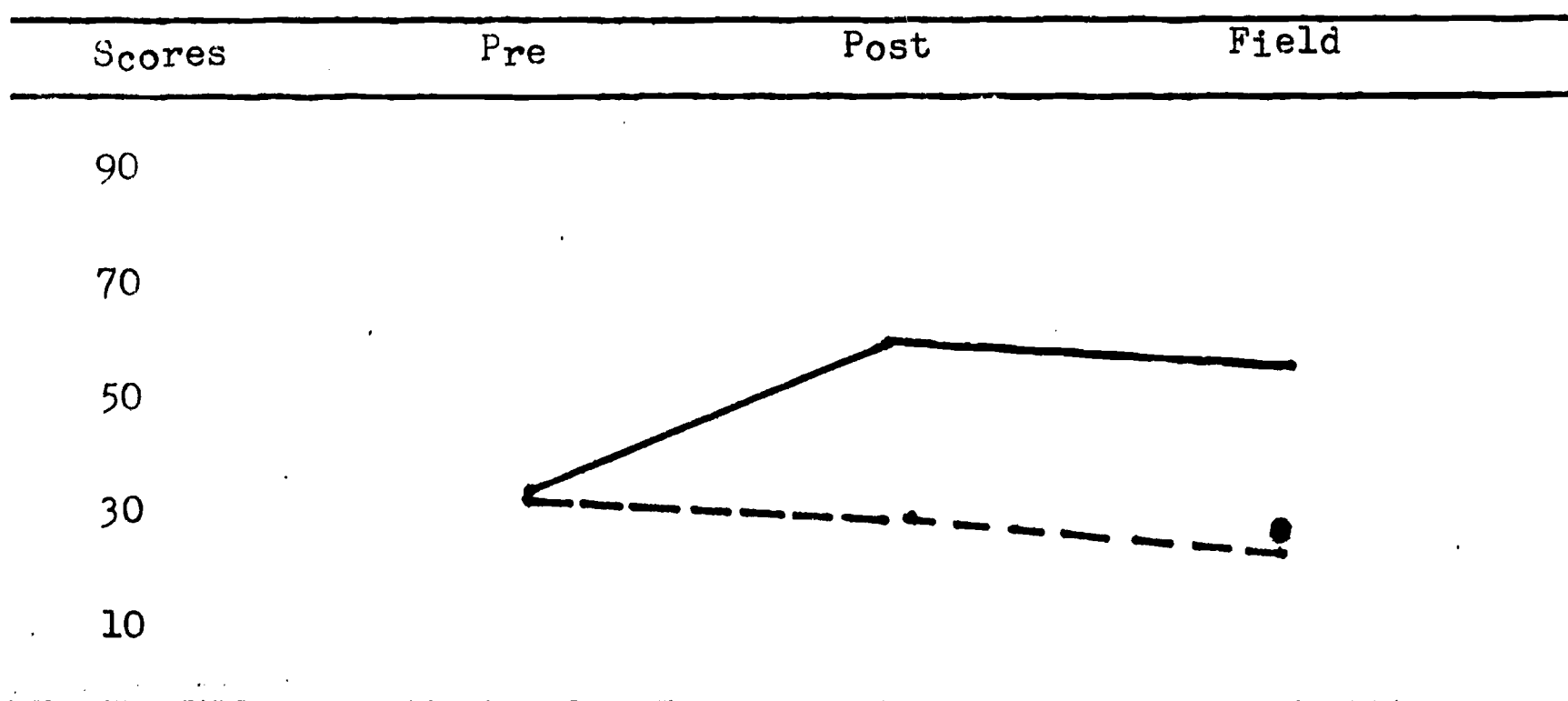


Figure 34

SUM OF ASSESSMENT: NEUTRAL RESPONSES OBSERVATION CHANGES
EXPERIMENTAL AND CONTROL GROUPS

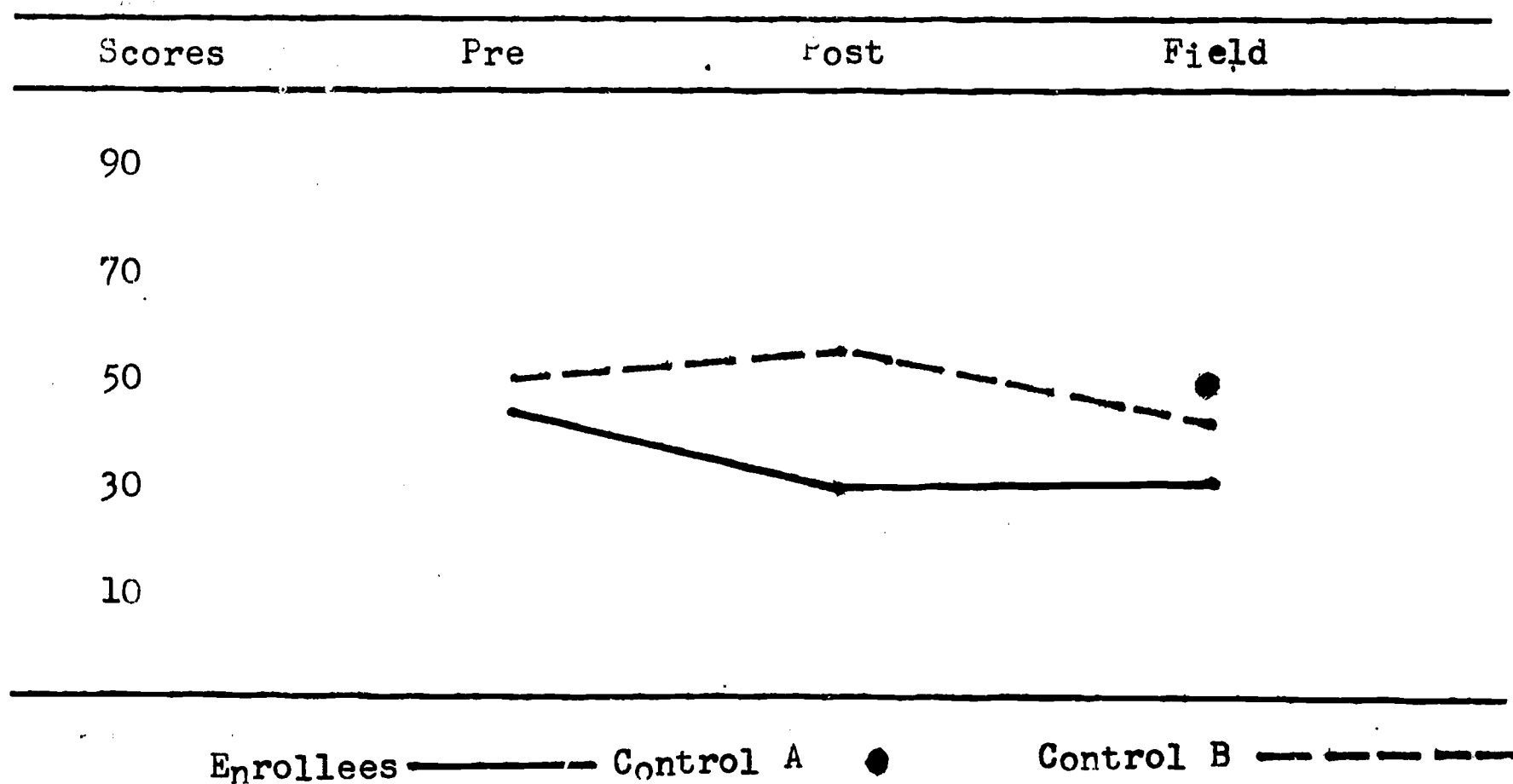


Figure 35

SUM OF ASSESSMENT: DYNAMIC RESPONSES OBSERVATION CHANGES
EXPERIMENTAL AND CONTROL GROUPS

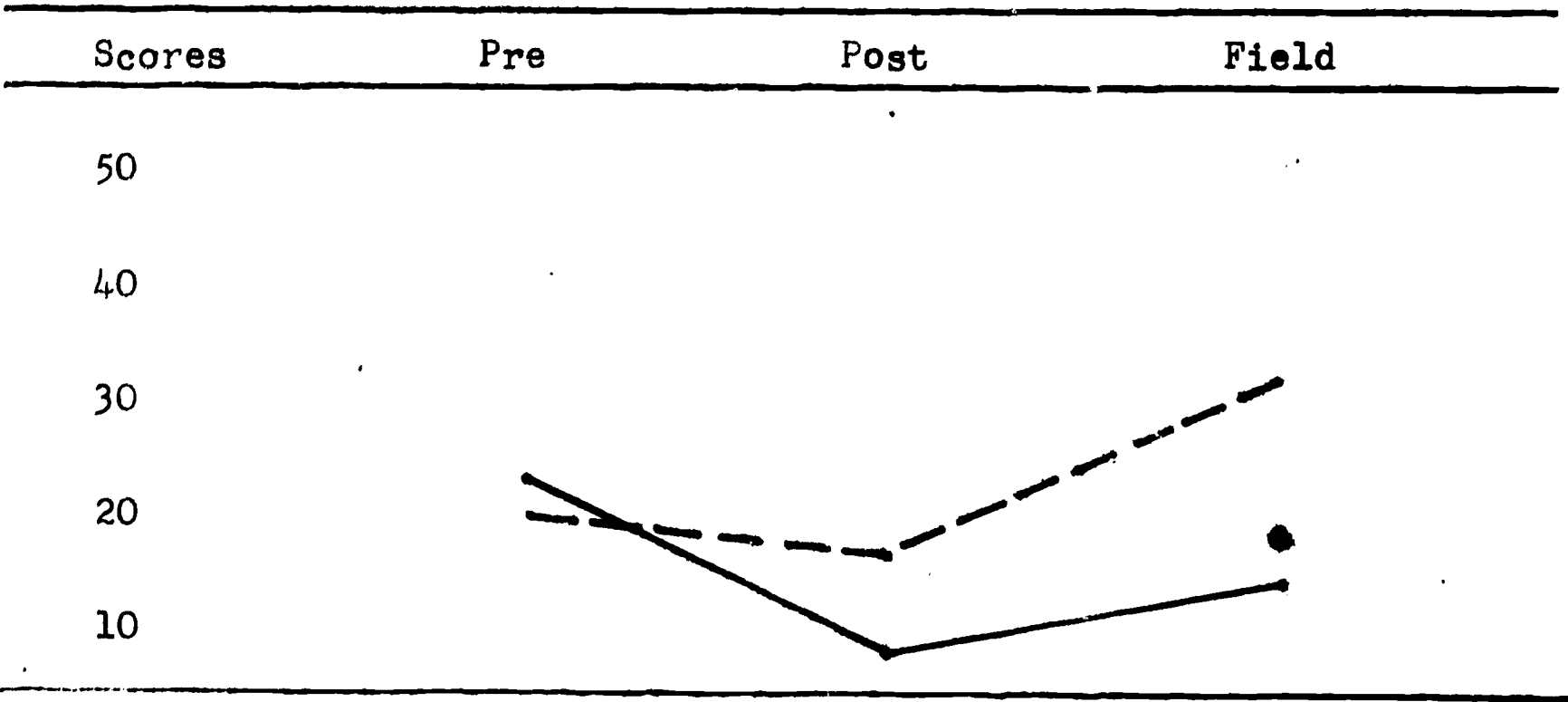


Figure 36

SUM OF STRATEGY: BEHAVIORAL STRATEGY OBSERVATION CHANGES
EXPERIMENTAL AND CONTROL GROUPS

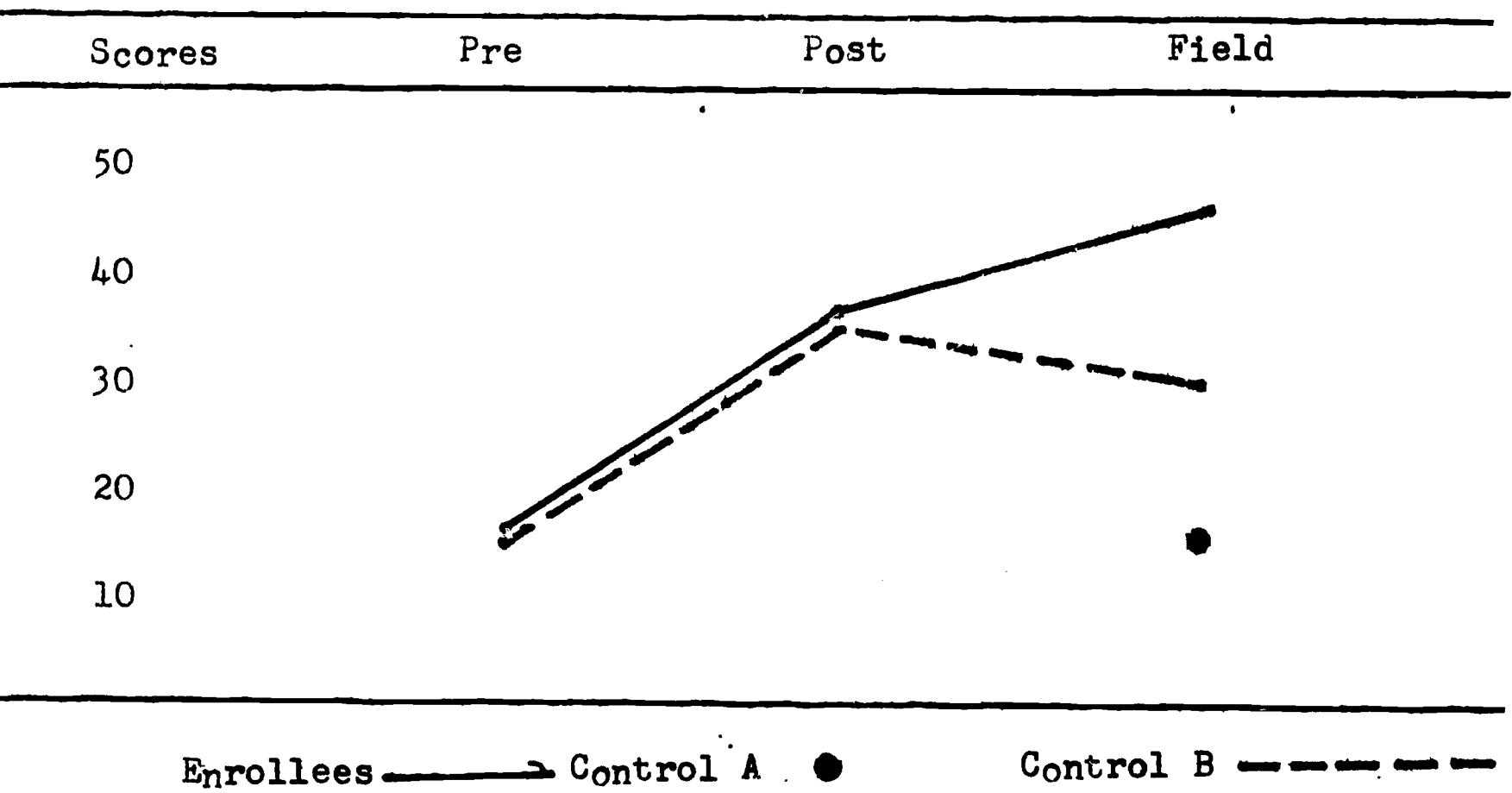


Figure 37

SUM OF STRATEGY: NON-SPECIFIC STRATEGY OBSERVATION
CHANGES EXPERIMENTAL AND CONTROL GROUPS

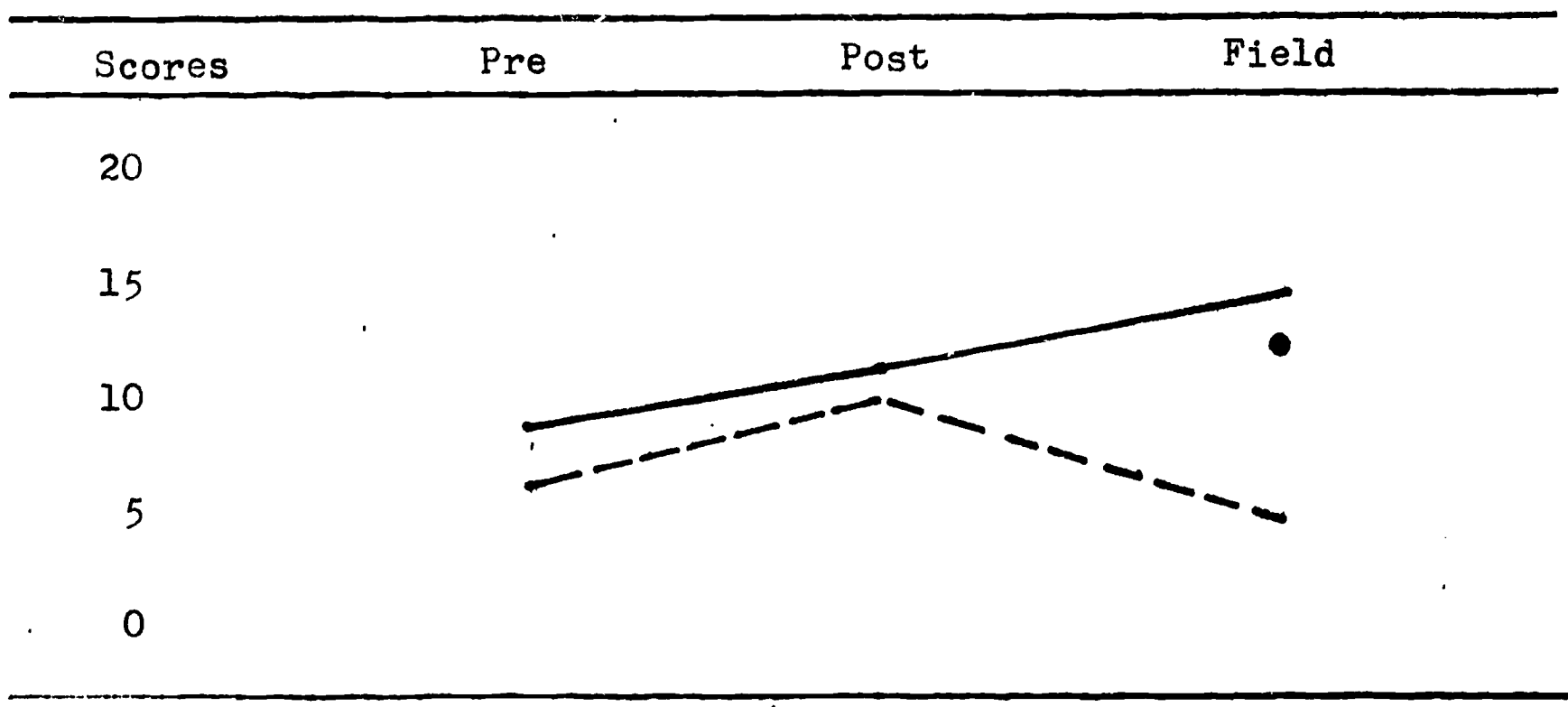


Figure 38

SUM OF STRATEGY: DYNAMIC RESPONSES OBSERVATION CHANGES
EXPERIMENTAL AND CONTROL GROUPS

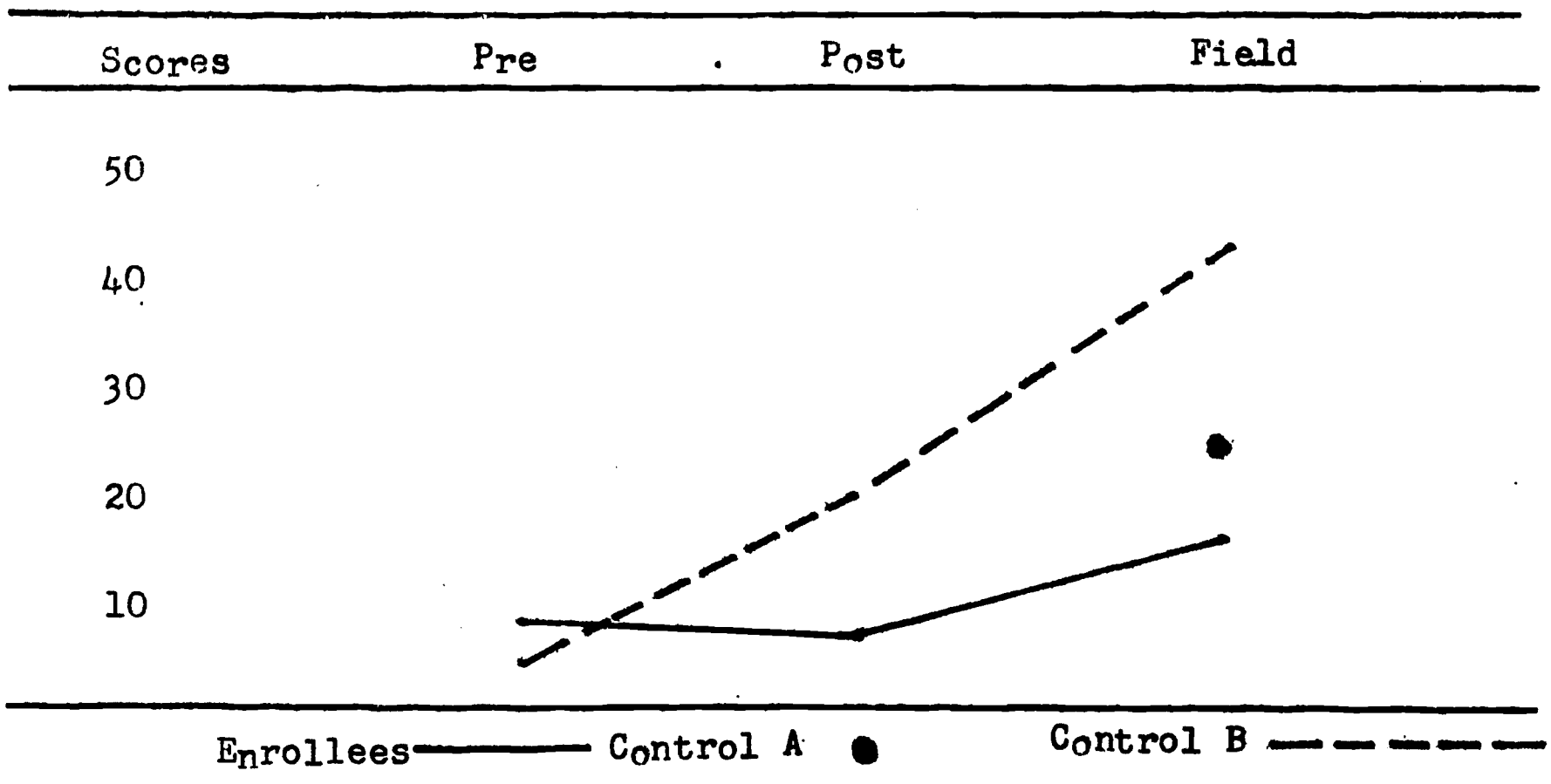


Figure 39

PROPORTION OF STRUCTURE TO TOTAL RESPONSES
EXPERIMENTAL AND CONTROL GROUPS

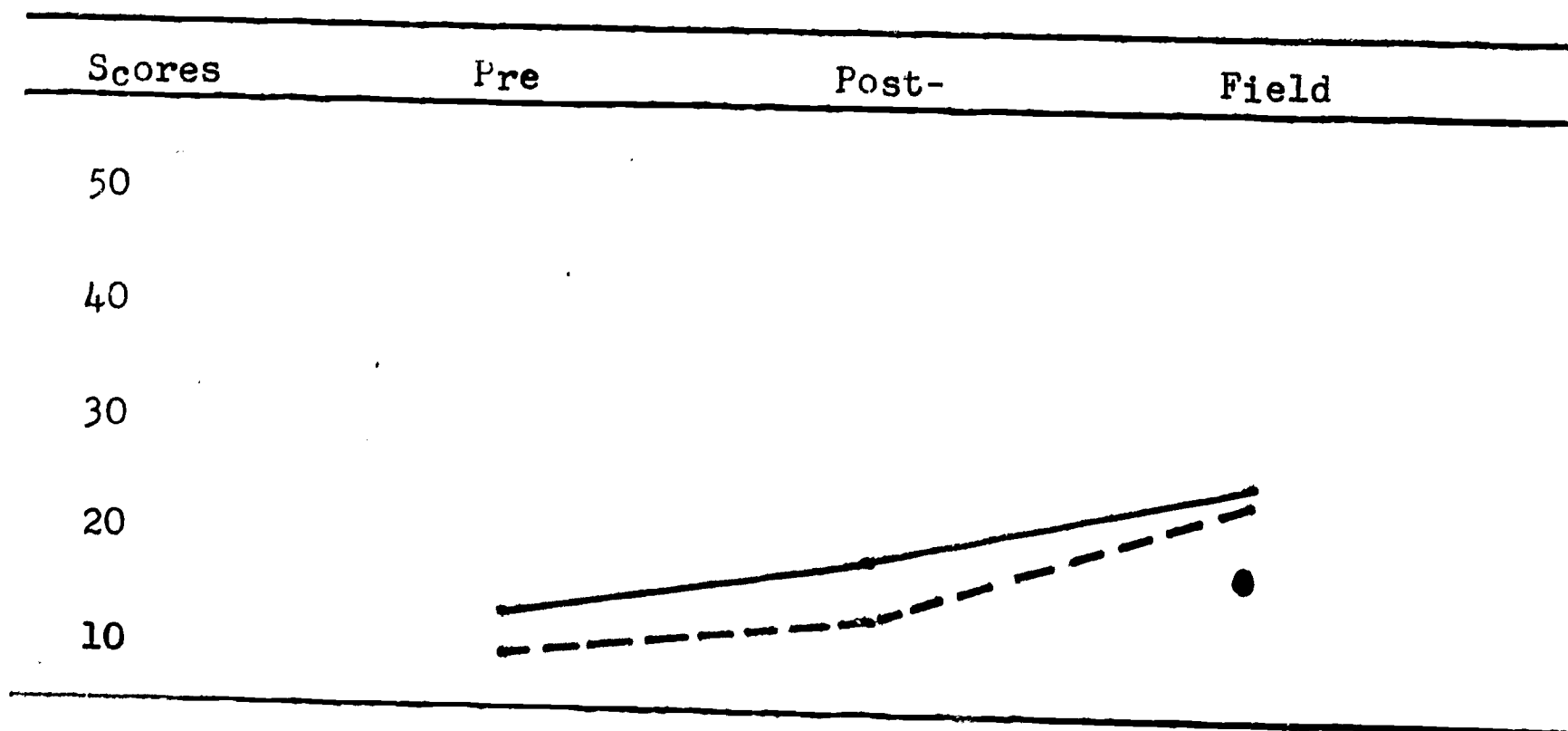


Figure 40

PROPORTION OF ASSESSMENT RESPONSES TO TOTAL
EXPERIMENTAL AND CONTROL GROUPS

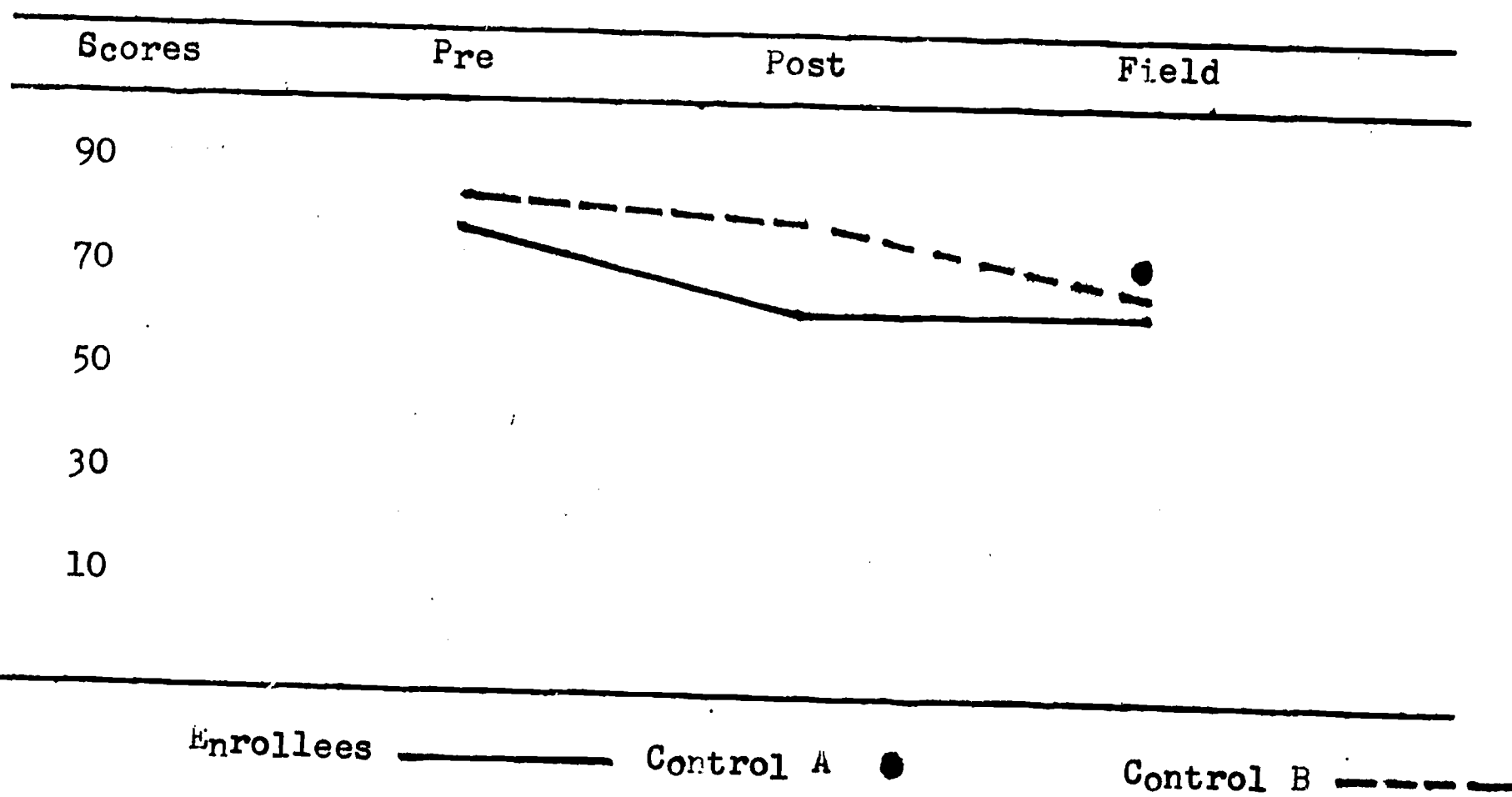
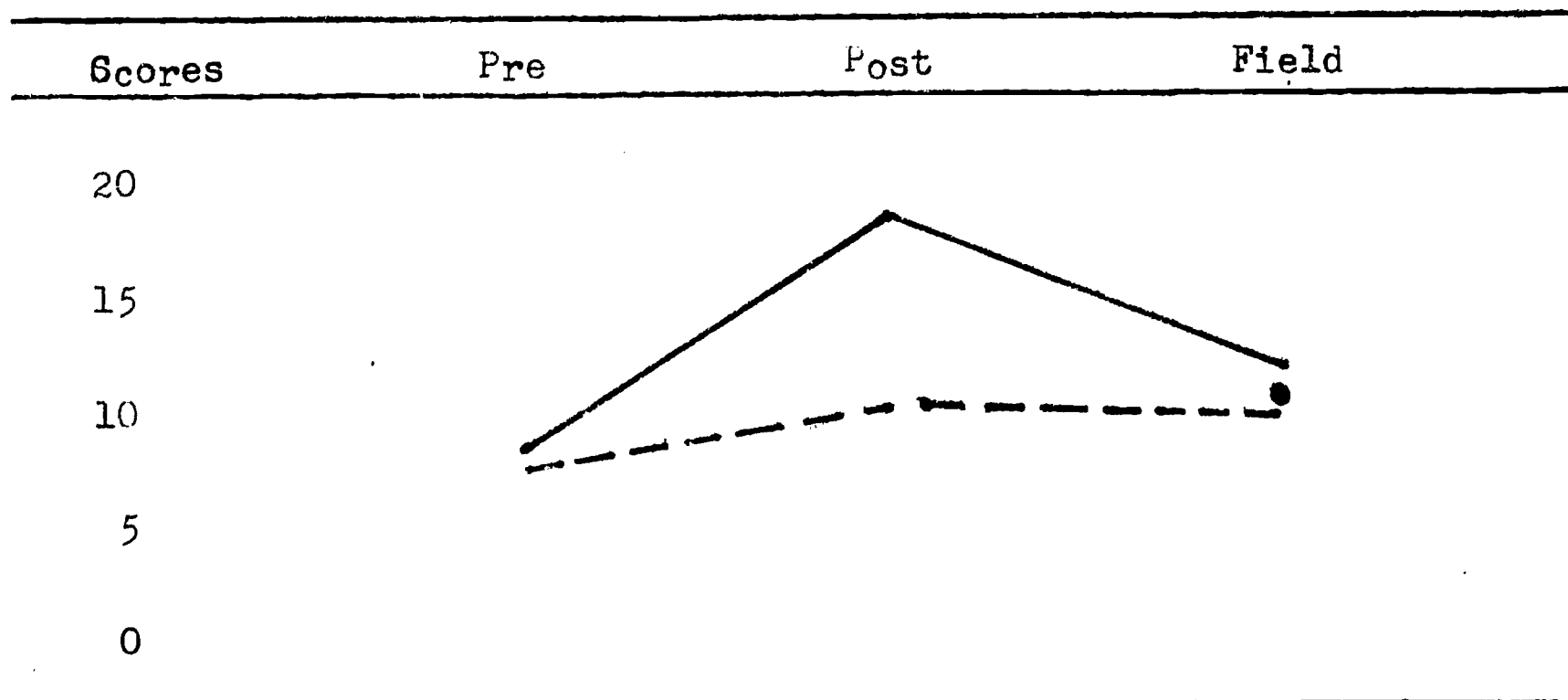


Figure 41

PROPORTION OF STRATEGY/PLANNING RESPONSES TO TOTAL
EXPERIMENTAL AND CONTROL GROUPS

**Figure 42**

PROPORTION BEHAVIORAL RESPONSES TO TOTAL
EXPERIMENTAL AND CONTROL GROUPS

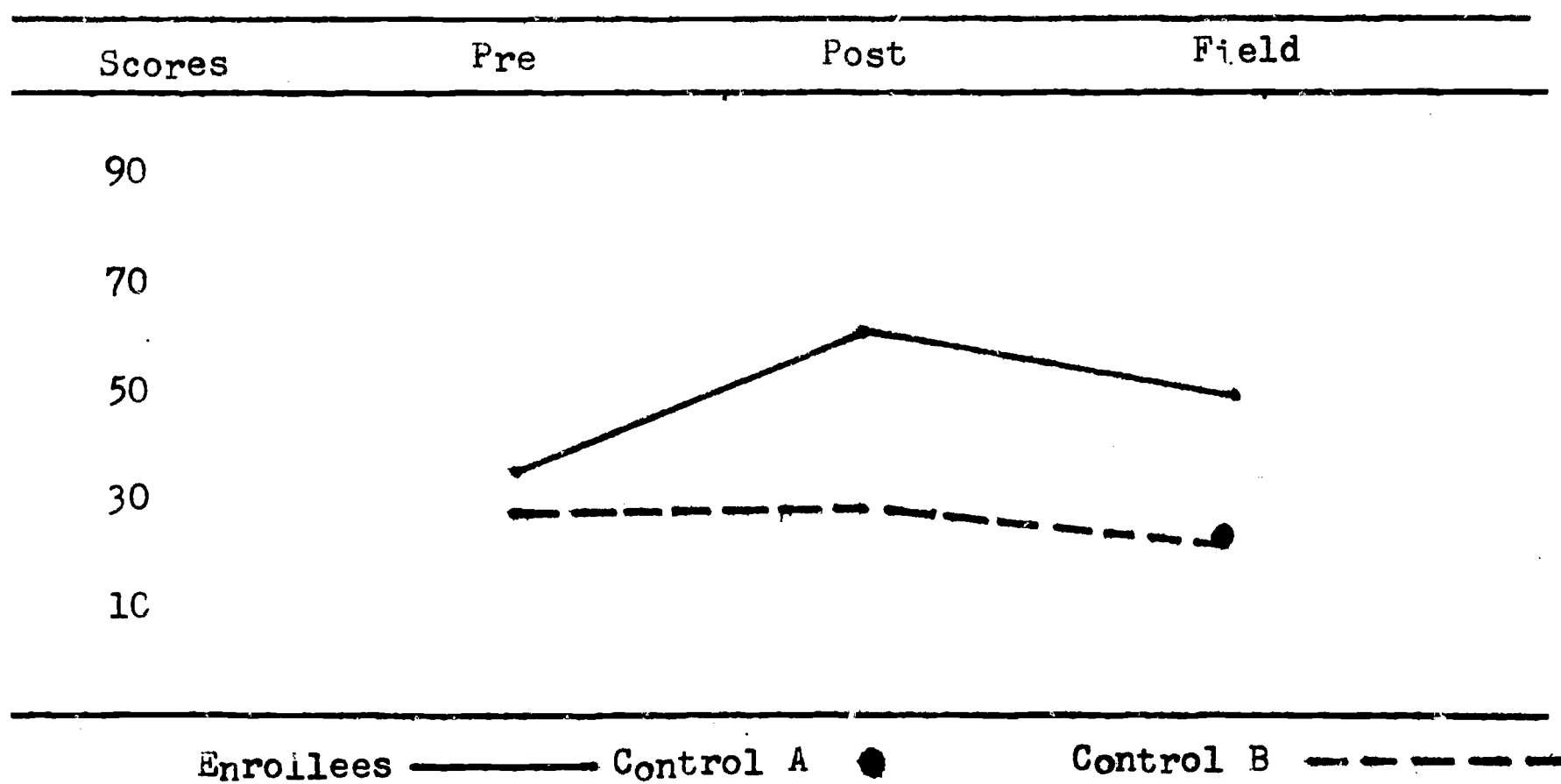
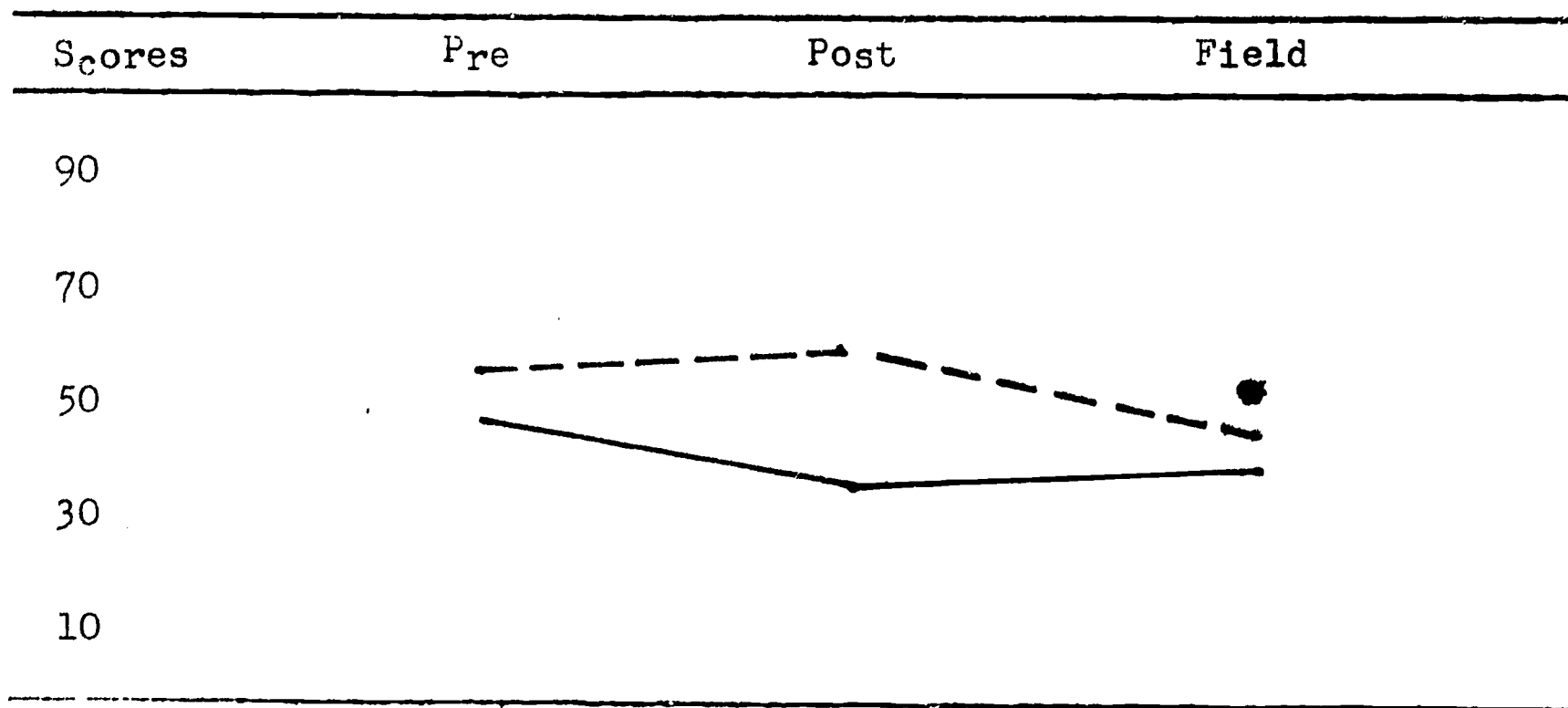


Figure 43

PROPORTION OF NEUTRAL RESPONSES TO TOTAL OBSERVATIONS
EXPERIMENTAL AND CONTROL GROUPS

**Figure 44**

PROPORTION OF DYNAMIC RESPONSES TO TOTAL OBSERVATIONS
EXPERIMENTAL AND CONTROL GROUPS

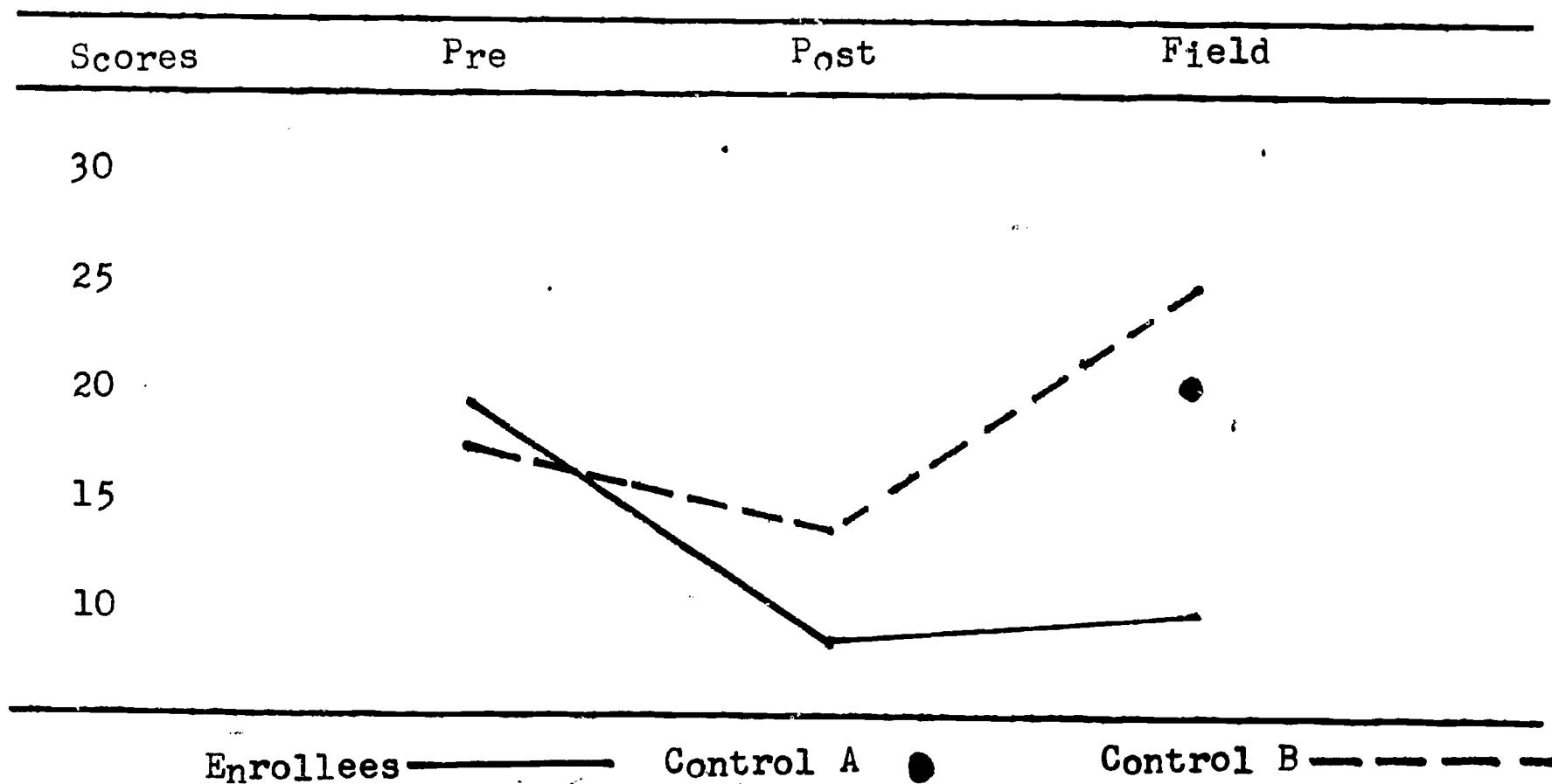


TABLE 3

ANOVA: BEHAVIORAL RATINGS FOR TREATMENT GROUPS ON FIELD DATA

Category	Experimental Group		Control A		Control B	
	Mean	S. D.	Mean	S. D.	Mean	S. D.
STRUCTURE						
1 Explains Procedures	1.29	1.59	.28	.93	.75	1.83
2 Identifies targets	5.20	4.09	1.29	2.19	1.65	2.57
3 Establishes rapport	18.23	9.75	15.12	7.13	22.56	11.82
ASSESSMENT						
4 Behavioral definitions	21.07	11.05	17.63	10.78	11.93	8.31
5 Antecedents	5.13	5.39	.12	.42	.45	1.10
6 Consequents	3.87	5.06	.40	1.32	.81	1.27
7 Reinforcers	3.85	4.64	1.19	2.24	.58	.94
8 Intervening variables	6.34	6.96	11.35	7.68	18.78	11.00
9 Demographic data	16.30	14.43	34.33	10.62	25.71	5.65
10 Dynamic interpretation	1.21	2.37	3.34	7.28	1.01	1.66
11 Behavioral interpre.	2.15	2.73	1.06	2.44	3.10	6.36
12 Actions taken	2.12	3.07	1.85	2.48	2.40	2.02
13 Summary	.24	.77	.00	.00	.00	.80
STRATEGY						
14 Behavioral data	3.84	3.90	.84	1.45	5.18	6.57
15 Dynamic data	1.76	2.25	5.09	5.25	3.16	3.77
16 Non-specific data	.84	1.87	.37	.87	.00	.90
17 Behavioral change	3.53	4.41	2.76	5.29	.75	1.83
18 Dynamic change	.47	1.08	.71	1.24	.21	.53
19 Non-specific change	1.25	1.69	1.63	3.59	.45	1.10
20 Modeling	.57	2.09	.20	.66	.00	.38
RATIO COMPOSITES						
21 Struc.: prop. rapport	62.35	26.97	29.66	41.59	20.13	35.58
22 Struc.: prop. behav.resp.	27.22	18.74	6.63	11.02	13.18	26.64
23 Assess.:prop.behav.resp.	57.74	19.80	29.30	17.00	25.86	10.42
24 Assess.:prop.neutr.resp.	29.55	19.39	50.62	14.88	44.35	12.21
25 Assess.:prop.dynam.resp.	12.55	13.02	19.89	12.49	29.60	13.91
26 Strat./Plan.prop.behav.	46.39	32.61	16.59	25.47	25.00	27.38
27 Strat./Plan.prop.neutral responses	15.36	17.57	12.95	16.48	5.55	13.59
28 Strat./Plan.:prop.dyn. responses	17.42	21.55	24.96	30.37	36.10	28.69

CONTINUED next page

TABLE 3 - CONTINUED

Category	Experimental Group		Control A		Control B	
	Mean	S. D.	Mean	S. D.	Mean	S. D.
<u>Ratio Composites</u>						
29 Proportion of struc. to total responses	24.79	10.97	16.72	8.46	24.98	11.05
30 Proportion of assess. responses to total	62.61	11.64	71.43	8.50	65.06	9.33
31 Proportion of strategy/planning responses to total	12.40	6.62	11.70	8.41	9.80	6.97
32 Proportion behavioral responses to total	50.83	16.03	25.89	14.51	25.38	10.37
33 Proportion of neutral respons. to total	39.14	15.01	53.42	10.34	51.23	11.78
34 Proportion of dynamic responses to total	9.84	8.43	20.54	10.43	23.25	13.73

? indicates suspected heterogeneity of variance
 F for 2 x 42: .05= 3.22 (x), .01 = 5.15 (xx)
 F var. (3, 15) .05= 3.54, 01 = 4.90
 Control A = passive control
 Control B = television group

analyses. Column 5 presents the analyses of variance for the field test data only which has already been presented and discussed in table 3. Column 6 presents the results of an analysis of covariance wherein the covariate was the pre-test and the variate the second video taping. Finally column 7 presents the analysis of covariance results based on the field test data but with the pre-post test scores as the covariate.

Here it is interesting to observe that the significant F ratios in column 6 are much higher than those obtained in column 5. In other words, when the pre-test data was used as the covariate, the F ratios are higher. In these comparisons 8 of 14 F ratios or 57 per cent yielded significant results. Finally, in column 7 the results of the analysis of covariance with pre-post data serving as the covariate and field test data as the variate yield only 3 significant F ratios out of 14 or 18 per cent. An inspection of the means (columns 2, 3, 4) provides some analysis of what this final analysis of covariance implies. It is apparent, for example, that the enrollees tended to make even more structuring responses in the field testing than in their institute second video taping. With regard to assessment responses of a dynamic nature it is apparent that they made a few more of these responses in their field test data than in the second video taping. A similar trend is seen in the proportion of neutral responses to total, and proportion of dynamic responses to total.

These data would suggest that the enrollees for the most part maintained the specific learning skills which they had acquired in the institute after they returned to their home positions in the fall.

TABLE 4

SUMMARY ANALYSIS OF VARIANCE AND COVARIANCE OF GROUPED BEHAVIORAL DATA FOR PRE-POST AND
FIELD OBSERVATIONS ON SUMMARY CATEGORIES

Description of variable	Group	1		2		3		4		5		6		7	
		Pre	Post	Pre	Post	Field Only	Field Only	Field Only	Field Only	Posttest Only	Posttest Only	Field Only	Field Only	Field Only	Field Only
		Mean	Mean	Mean	Mean	F	Mean	F	Mean	F	Mean	F	Mean	F	df
21. Structure: prop. rapport	Enrol.	14.04	54.90	62.36	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	29.69	-	6.94**	-	-	-	27.27	-	-	-	20.30**	31
	Con.B.	0.0	0.0	6.67	-	-	-	-	-	-	-	-	-	-	-
22. Structure: prop. behav. respons.	Enrol.	10.08	34.67	27.22	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	18.74	-	6.81**	-	-	-	19.7	-	-	-	.000	-
	Con.B.	0.0	0.0	13.30	-	-	-	-	-	-	-	-	-	-	-
23. Assessment: prop. behav. respons.	Enrol.	32.36	63.30	57.74	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	29.30	-	10.14**	-	-	-	13.2	-	-	-	2.01	-
	Con.B.	31.89	28.94	25.00	-	-	-	-	-	-	-	-	-	-	-
24. Assessment: prop. neutral respons.	Enrol.	45.18	28.76	29.55	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	50.62	-	0.21**	-	-	-	2.14	-	-	-	.00	-
	Con.B.	50.60	55.27	43.22	-	-	-	-	-	-	-	-	-	-	-
25. Assessment: prop. dynamic respons.	Enrol.	22.89	7.86	12.55	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	19.89	-	4.74**	-	-	-	3.40	-	-	-	7.89**	31
	Con.B.	20.87	16.04	31.54	-	-	-	-	-	-	-	-	-	-	-
26. Strat./Planning prop. behav.	Enrol.	16.71	38.99	46.40	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	16.59	-	4.29**	-	-	-	.06	-	-	-	1.08	31
	Con.B.	15.00	33.32	30.00	-	-	-	-	-	-	-	-	-	-	-
27. Strat./Plan. prop. neutral	Enrol.	8.51	11.83	15.37	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	12.95	-	.84	-	-	-	.005	-	-	-	.82	31
	Con.B.	6.57	9.51	5.55	-	-	-	-	-	-	-	-	-	-	-
28. Strat./Planning: prop. dyn. resp.	Enrol.	9.22	7.76	17.42	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	24.96	-	1.54	-	-	-	2.62	-	-	-	3.67	31
	Con.B.	5.00	20.00	43.32	-	-	-	-	-	-	-	-	-	-	-
29. Prop. of struc. to total respon.	Enrol.	11.26	18.42	24.80	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	16.72	-	2.51	-	-	-	1.96	-	-	-	.28	31
	Con.B.	10.82	11.94	21.34	-	-	-	-	-	-	-	-	-	-	-
30. Proportion of assess. responses to total	Enrol.	76.54	62.01	62.61	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	71.43	-	2.69	-	-	-	4.70**	-	-	-	.12	31
	Con.B.	81.86	77.02	67.27	-	-	-	-	-	-	-	-	-	-	-
31. Proportion of strategy/planning responses to total	Enrol.	8.55	19.42	12.40	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	11.70	-	.33	-	-	-	3.57	-	-	-	.12	31
	Con.B.	7.14	10.90	11.22	-	-	-	-	-	-	-	-	-	-	-
32. Proportion behavioral responses to total	Enrol.	33.14	61.70	50.83	-	-	-	-	-	-	-	-	-	-	-
	Con.A.	-	-	25.89	-	14.77**	-	-	-	39.52	-	-	-	1.39	31
	Con.B.	28.96	28.89	25.60	-	-	-	-	-	-	-	-	-	-	250

CONTINUED NEXT PAGE

TABLE 4 - continued

Description of variable	1 Group	2		3		4 Field Only ANOVA F		5 Posttest only Pre-Covar. F		6 Field only Pre-Post Covar. F	
		Pre Mean	Post Mean	Field Mean							
33. Proportion of natural responses to total	Enrol.	47.59	31.28	39.15							
	Con.A	-	-	53.42		5.25**	42	24.55**	35	.20	31
	Con.B	53.60	55.22	48.52		-	-	-	-	-	-
34. Proportion of dynamic responses to total	Enrol.	19.10	6.89	9.84							
	Con.A	-	-	20.54		7.29**	42	7.29**	43	7.47*	31
	Con.B	17.30	14.70	25.74		-	-	-	-	-	-
						x	.05 = 5.29*		5.11*		4.16*
						x	.01 = 1.11*		2.39**		1.50*

One other study ought to be mentioned here briefly before concluding this chapter. Mrs. Everal Wilde, a graduate student at California State College, Hayward, under the direction of the writer as her advisor, analyzed psychological reports which had been obtained from the enrollees prior to the institute and during the field testing.² She analyzed a total of 38 such reports since some of the enrollees did not have both pre and post reports. Her method consisted of evaluating each statement in the report in terms of specificity. For example, she determined whether a statement referred to a global construct in assessment versus a specific antecedent condition. She did the same for structuring, strategy making recommendations, etc. Two hypotheses were stated: 1) that as a result of the institute post psychological reports would contain significantly more specific statements, and 2) that due to institute training, post psychological reports would be more treatment-oriented. Nine content areas were particularly scrutinized. Table 5 represents a composite chi square analysis summary of her findings.

The results of Wilde's study, though based on only 19 pre and post psychological reports analyzed tend to substantiate the other findings of this institute.

2

Everal Wilde: Evaluation of the Contents and Usefulness of Selected Psychological Reports, unpublished master's thesis, California State College, Hayward, 1968.

TABLE 5

SUMMARY CHI SQUARE RESULTS OF ANALYSIS OF 19 PRE-POST INSTITUTE
PSYCHOLOGICAL REPORTS FOR ENROLLEES

Analysis Category Pre-Post	Chi Square	P
Total Content: Specific vs. Non-Specific	33.33	.01
Treatment Strategies: Specific vs. Non-Specific	23.90	.01
Statement of the Problem: Specific vs. Non-Specific	1.37	NS
Background Information: Specific vs. Non-Specific	4.97	.05
Type of Test Administered: Specific vs. Non-Specific	1.94	NS
Test Interpretation: Specific vs. Non-Specific	14.75	.01
Analyses of Conferences: Specific vs. Non-Specific	.04	NS
Pupil Contacts: Specific vs. Non-Specific	.21	NS
Diagnosis Procedures: Specific vs. Non-Specific	3.64	NS
Alteration of School Variables: Specific vs. Non-Specific	30.14	.01
Alternative Strategies Posed: Specific vs. Non-Specific	.14	NS

Conclusion

This chapter has reported the statistical analyses of variables relating to both cognitive and behavioral change in the institute. The analyses which have been reported confirm positively the questions which were asked both at the beginning of this report and in this chapter. It is concluded that short-term institutes can effect change not only in cognitive awareness, but in measurable dimensions of behavior as manifested in school psychological practice. Further, it is apparent that television exposure in and of itself is not sufficient to effect change in such psychological practice. The key to the use of new media such as television must be in the use of that medium in a specific training program. Finally, the comparison of the several statistical alternatives in data analysis plus the results of the analysis of the psychological reports of enrollees indicate that the changes initiated in behavioral performance in the enrollees as a result of the institute were permanently incorporated into their behavioral repertory - at least up until the conclusion of the field data collection stage in November and December, 1967.

CHAPTER VII

NEXT STEPS AND CONCLUDING REMARKS

This report has described the design, characteristics and pre-post changes on a group of psychologists who were randomly chosen to attend an NDEA Advanced Counseling Institute for School Psychologists at California State College, Hayward during the summer of 1967. The results have suggested that school psychologists, though coming from a variety of backgrounds, with differential theoretical and behavioral approaches to school psychology can be trained to be more effective communicators in the school.

The implications of this study with its emphasis on intensive didactic instruction together with the use of television media to teach specific skills has demonstrated not only that this program met its specified goals, but that other intensive programs could be initiated to train existing education man-power reserves within the United States. Moreover, the development of multiple criteria of performance together with multiple predictors of both cognitive and behavioral nature indicates a direction which could be taken in the planning, initiation and development of such training grants.

The story, however, is not yet complete. For the same enrollees were invited back in the summer of 1968 to work with 75 teachers and other personnel from five school districts. For six weeks these teachers and psychologists in teams worked with 240 educationally handicapped and mentally retarded children. The purpose of this second institute was to determine whether teachers specially trained in some of the same techniques could work with these returning psychologists in increasing

the acquisition rate of specific learning skills. Children were tracked systematically for the six weeks of the second institute and the efficiency of psychologist-teacher teams was evaluated. Although final results are still to be analyzed, the purposes of this second institute were 1) to determine whether psychologists trained in the first institute and with a year of added school experience in this model could effect significant increases in the rate of achievement for special education children, and 2) to determine what are the characteristics of the most successful teacher-psychologist teams.

These questions will hopefully be answered in the report of the 1968 institute.

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APPENDIX I
APPLICATION MATERIALS

Department of Counseling and Pupil Personnel.
California State College at Hayward; Assistant
Professor, Department of Psychology, San
Jose State College.

Calvin D. Catterall, Ph.D. Coordinator of Psycho-
logical Services, Santa Clara Unified School
District, Santa Clara, California; Assistant
Professor, Department Counseling and Pupil
Personnel, California State College at
Hayward.

William P. Garney, Ph.D. Assistant Professor of
Psychology, San Jose State College.

In addition to the full-time faculty, a selected
number of visiting lecturers and consultants will
contribute to the institute.

HOUSING

Housing facilities and meals are available at
a college dormitory for single students. For in-
formation regarding this housing or for family
housing contact the Dean of Men's Office, Cali-
fornia State College at Hayward.

NON-DISCRIMINATION

This institute complies with Title VI of the
Civil Rights Act of 1964. "No person in the
United States shall, on the grounds of race,
color, or national origin, be excluded from partic-
ipation in, be denied the benefits of, or be sub-
jected to discrimination under any program or
activity receiving Federal financial assistance."

COMMUNICATIONS

Address all applications and communications
regarding the institute to:

Dr. James R. Barclay
Director, N.D.E.A. INSTITUTE
California State College at Hayward
25800 Hillary Street
Hayward, California 94542

**REMEMBER - ALL APPLICATIONS AND
SUPPORTING DOCUMENTS MUST BE POST-
MARKED APRIL 3, OR EARLIER.**

CALIFORNIA STATE COLLEGE AT HAYWARD
25800 Hillary Street
Hayward, California 94542

June 19 to August 11, 1967

N. D. E. A. INSTITUTE FOR ADVANCED TRAINING
IN COUNSELING AND GUIDANCE

SCHOOL PSYCHOLOGY

New Concepts

Strategies

Implementation

Methods

Conducted by

California State College at Hayward

under a supporting grant from the
U.S. Office of Education
Department of Health, Education & Welfare
Division of Educational Personnel Training
through the auspices of the
National Defense Education Act as amended
Title V (B).

California State College at Hayward announces a summer institute in advanced training for school psychologists to be held under the auspices of the National Defense Education Act as amended Title V (B) from June 19 to August 11, 1967. This institute is supported under a grant from the U.S. Office of Education, Department of Health, Education and Welfare. This institute is planned as the first of a sequence of two summer institutes for the same participants. Funding has been granted for the first of these two institutes, but the second is dependent on a similar grant and is not guaranteed at this time.

OBJECTIVES

The purpose of this institute is to provide functioning school psychologists with advanced training in procedures and techniques designed to promote more communication with school personnel. Three special aspects of the institute are:

1. The assessment of the school as an agent of cultural transmission,
2. The development of skills in consultation and collaborations relating to the resolution of learning and/or problem behavior in the classroom, and
3. The learning of new treatment strategies through the use of video tape television procedures.

CRITERIA OF ELIGIBILITY

1. Participants shall possess a master's degree or equivalent from an accredited college or university. This degree or course work shall be in the specific fields of psychology, counseling, or a closely related field in which the major emphasis is unquestionably psychologically-oriented.
2. Participants shall hold a certificate or credential qualifying them as a psychometrist or school psychologist. In states where such credentialing or certification is not required, other evidence may be requested.
3. The participants shall be currently employed as a psychometrist, school psychologist or equivalent.* At least part of their full-time work must be spent in psychological work with elementary school children and teachers. Verification of employment will be required.

4. Participants will be asked to make a tentative commitment to attend both institutes. Preference will be given to those applicants who indicate that they will plan to attend the institute of 1968 if awarded.

*Elementary Counselors who qualify as psychometrists may be eligible.

ADMISSION PROCEDURES

Applicants meeting the criteria of eligibility are invited to write to the Director of the Institute, Dr. James R. Barclay. Application materials and instructions for their completion will be sent to the applicant by return mail. Selection of participants will be based on the following guidelines:

1. Verification of criteria of eligibility.
2. Receipt of all application data and recommendations.
3. Receipt of official transcripts of all undergraduate and graduate work completed to date.
4. Willingness to participate in two continuing institutes (1967 and 1968).
5. Evaluation of professional qualifications and potential for profiting from the institutes.

All application materials, recommendations and transcripts remain the property of the Institute and cannot be returned. The deadline for receipt of all application materials, transcripts and recommendations is April 3, 1967. Participants will be notified on or about April 17, 1967, and letters of acceptance from participants must be postmarked not later than April 30, 1967.

NUMBER OF PARTICIPANTS AND FINANCIAL SUPPORT

Thirty (30) qualified participants will be recruited and enrolled. Participants from public and private non-profit schools and institutions of higher education pay no tuition and receive stipends of \$75.00 per week plus \$15.00 for each dependent. Stipends will be paid bi-monthly beginning on June 20th, 1967. No travel or housing allowances are included.

INSTRUCTIONAL PROGRAM

The institute at California State College at Hayward will be a full-time summer program of

eight weeks consisting of specified course work, seminars, laboratory experiences, and the contribution of special lecturers and consultants. The emphasis in the 1967 institute will be on strategies of communication and remediation for school behavior problems related to environmental learning. The emphasis in the 1968 institute will be related to learning difficulties associated with structural defects in children.

Twelve units of graduate credit (quarter hours) will be earned by participants.

Counseling 6902 SOCIAL-BEHAVIORAL LEARNING 3 Credits

A consideration of current research relating to cultural transmission in reference to principles of social learning.

Counseling 6903 THE APPRAISAL OF SOCIAL INTERACTION 3 Credits

The appraisal of variables such as motivation, need achievement, personality constructs and the evolution of vocational decision-making in relationship to demographic influences.

Counseling 6904 SEMINAR IN SCHOOL PSYCHOLOGY 2 Credits

Seminar approach to the practice of school psychology including evaluation of differential treatment procedures, consultation, use of new video media, and the role of the school psychologist in research.

Counseling 6905 PRACTICUM IN SOCIAL-BEHAVIORAL LEARNING TECHNIQUES 4 Credits

An intensive study of new techniques in school psychology utilizing appropriate field experiences and television training procedures.

MAJOR FACULTY

DIRECTOR

James R. Barclay, Ph.D. Professor, Coordinator School Psychology Program, Department of Counseling and Pupil Personnel, California State College at Hayward.

ASSOCIATE DIRECTOR

Dwight L. Goodwin, Ph.D. Assistant Professor,

N. D. E. A. INSTITUTE
California State College at Hayward
25800 Millary Street
Hayward, California 94542

Dr. James R. Barclay, Director
Dr. Dwight Goodwin, Associate Director

March 6, 1967

Dear

Thank you for your inquiry regarding the N. D. E. A. Institute to be held at California State College at Hayward this summer. We are sending you the first of two packets of application materials for the institute. This packet includes necessary Governmental forms and institute forms relating to eligibility requirements. The second packet which you should receive shortly will relate to the planning and curriculum needs of the institute itself.

Included in the present materials are:

1. U. S. Governmental forms
 - OE 4401 Application for Admission
 - OE 4402 Applicant Record Card
 - OE 4403 Confidential Evaluation Form (2 copies)
2. Institute forms
 - Job Analysis Inventory
 - Time Distribution Inventory
 - Personal Statement Form

Please read the directions on each form carefully. Complete all forms using a typewriter or printing legibly. Follow the steps listed below to check that you return everything needed to us.

1. Complete U. S. Government Forms directly.
2. Deliver the two confidential evaluation forms (OE 4403) to:
 - A. Your immediate supervisor
 - B. A professional source or acquaintance
 - C. Prepare an air-mail stamped envelope with the director's address on it and give it to your two recommenders. Urge them to complete the forms and mail them immediately.
3. Complete the three institute forms.
4. Return to us a copy of your complete undergraduate and graduate transcripts. Note. Most likely you have transcripts in your possession. Have a copy Xeroxed and send them directly to us. In the event that you are chosen as an applicant you will be asked to obtain official transcripts. Time is so short that we will not ask for official transcripts now and if you have no official copies and are forced to request college sources for these transcripts, please urge them to hasten to send them on.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202BUDGET BUREAU NO. 51-R322.5
APPROVAL EXPIRES 12-31-68APPLICATION FOR ADMISSION
TO AN NDEA INSTITUTE, ARTS & HUMANITIES INSTITUTE, OR EXPERIENCED TEACHER FELLOWSHIP PROGRAM

Type or print in block letters your answers to this form. Submit this form, together with an Applicant Record Card (OE 4402) and any other forms supplied by the institution to which you apply, to the Institute or Program Director, NOT to the U.S. Office of Education.

1. Your name (Title, first, middle initial, last):	Institution: CALIF. STATE COLL. AT HAYWARD Subject Field: COUNSELING AND GUIDANCE												
2. Home address (Number, street, city, state, ZIP code):	4. Sex: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	5. Age: _____ YRS.	6. U.S. Citizen: <input type="checkbox"/> YES <input type="checkbox"/> NO										
	7. Social Security No. <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>												8. Marital status: <input type="checkbox"/> SINGLE <input type="checkbox"/> WIDOWED <input type="checkbox"/> MARRIED <input type="checkbox"/> DIVORCED
3. Home telephone: AREA CODE: _____ PHONE: _____	9. Number of dependents (excluding yourself) who are claimable for Federal income tax purposes: (If you file a joint return and are NOT the major earner, you may not claim any dependents.) _____												

10. Your present employment (check one):

☐ I AM EMPLOYED IN A SCHOOL, SYSTEM, OR COLLEGE.
(Complete the remaining items on this form.)☐ I AM NOT EMPLOYED IN A SCHOOL, SYSTEM, OR COLLEGE.
(Omit items 11 through 18 and specify your employment here): _____

11. Name and address of school:	17. Name, title, and address of your immediate supervisor:																										
12. School telephone: AREA CODE: _____ PHONE: _____	18. List your present schedule of courses taught, professional assignments, etc. <table border="1"><thead><tr><th>COURSES TAUGHT OR ASSIGNMENTS</th><th>GRADES</th><th>PERIODS PER WEEK</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>			COURSES TAUGHT OR ASSIGNMENTS	GRADES	PERIODS PER WEEK																					
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13. Level of school (or system): <input type="checkbox"/> PRE-SCHOOL <input type="checkbox"/> ELEMENTARY & SECONDARY <input type="checkbox"/> ELEMENTARY <input type="checkbox"/> JUNIOR COLLEGE <input type="checkbox"/> JUNIOR HIGH <input type="checkbox"/> TECHNICAL INSTITUTE <input type="checkbox"/> SENIOR HIGH <input type="checkbox"/> COLLEGE OR UNIVERSITY <input type="checkbox"/> JR-SR HIGH																											
14. Type of school (or system): <input type="checkbox"/> PUBLIC <input type="checkbox"/> PRIVATE, CHURCH-RELATED <input type="checkbox"/> PRIVATE, NOT CHURCH-RELATED																											
15. Number of students enrolled (if you serve a single school): _____	19. If you are preparing for employment at a different school or level, or for a different assignment, specify here:																										
16. Title of your position:																											

(over)

20. Summarize your years of experience in teaching or related work:

SUBJECTS OR ASSIGNMENTS	LEVEL (ELEM., SECONDARY, ETC.)	YEARS OF EXPERIENCE	SUBJECTS OR ASSIGNMENTS	LEVEL (ELEM., SECONDARY, ETC.)	YEARS OF EXPERIENCE

21. Employment Record -- List your places of employment in teaching or related work during the last 5 years.
(Start with your present or last position and work back.)

DATES	NAME AND ADDRESS OF EMPLOYER	NATURE OF YOUR DUTIES

22. What colleges and universities have you attended? (Exclude attendance at institutes or programs you list in item 23.)

NAME OF INSTITUTION	DATES ATTENDED	DEGREE	MAJOR	MINOR(S)

23. Have you previously attended an NDEA Institute, an Arts & Humanities Institute, or an Experienced Teacher Fellowship Program? ☐ YES ☐ NO (If yes, specify each.)

NAME OF SPONSORING INSTITUTION	DATES ATTENDED	SUBJECT FIELD	NAME OF INSTITUTE OR PROGRAM DIRECTOR

24. Describe any other significant academic experiences you have had in the subject field of this institute or program (such as summer programs, workshops, or seminars):

26. Does your present employment involve the teaching of special classes for physically or mentally handicapped children and youth, or the supervision or administration of such special classes? ☐ YES ☐ NO

IF YES, INDICATE WHETHER THE SCHOOL IS:

- ☐ EXCLUSIVELY OR PRIMARILY FOR THE HANDICAPPED, OR
☐ ONLY INCIDENTALLY FOR THE HANDICAPPED

25. What teaching certificates or other credentials do you hold? (Indicate type, level, subjects, etc.)

27. Are you applying for Institutes or Fellowships in addition to this one?

☐ YES ☐ NO (If yes, specify them.)

INSTITUTION

SUBJECT FIELD

28. I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

DATE:

SIGNATURE OF APPLICANT:

CONFIDENTIAL EVALUATION FORM
NDEA Institutes for Advanced Study; Arts and Humanities Institutes

(Name of applicant):

Name of sponsoring institution
and field of study:I am seeking admission to an NDEA Institute for Advanced Study
(or to an Arts & Humanities Institute).CALIF. STATE COLL. AT HAYWARD
COUNSELING AND GUIDANCEThe Selection Committee for the Institute named above has requested that I forward this Confidential Evaluation Form to my principal,
department chairman, or immediate supervisor. Please complete the form and return it to the Institute Director.

1. Name of evaluator: Title of position: School (or system):	2. How long have you known the applicant and in what capacity? 																																																	
3. Considering all the teachers (or specialists) you have worked with or supervised, how would you rank the applicant on the following characteristics?																																																		
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4. Please provide any comments on the applicant's ability, performance, character, temperament, etc., which you believe will aid the Selection Committee in determining his or her suitability for this Institute. 																																																		
5. In what ways do you believe that the applicant would benefit from attending this Institute? (If the applicant has specific areas of need, please indicate them.) 																																																		
6. Does the applicant have a contract, or the offer of a contract, in your school or school system for next year? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know (If not, please explain.)																																																		
7. Please comment on ways in which your school or school system may utilize or benefit from the training received by the applicant if he or she is selected for the Institute. 																																																		
8. Signature of evaluator:	Date:																																																	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202BUDGET BUREAU NO. 51-R596
APPROVAL EXPIRES 12-31-68CONFIDENTIAL EVALUATION FORM
NDEA Institutes for Advanced Study; Arts and Humanities Institutes

Name of applicant):

Name of sponsoring institution
and field of study:Name seeking admission to an NDEA Institute for Advanced Study
(to an Arts & Humanities Institute).CALIF. STATE COLL. AT HAYWARD
COUNSELING AND GUIDANCEThe Selection Committee for the Institute named above has requested that I forward this Confidential Evaluation Form to my principal,
department chairman, or immediate supervisor. Please complete the form and return it to the Institute Director.

1. Name of evaluator:

2. How long have you known the applicant and in what capacity?

Title of position:

School (or system):

3. Considering all the teachers (or specialists) you have worked with or supervised, how would you rank the applicant on the following characteristics?

Characteristics	Excellent	Above Average	Average	Below Average	Poor	Can't Judge
a. Ability as a teacher (or specialist)						
b. Knowledge of subject matter						
c. Effectiveness in working with students						
d. Effectiveness in working with colleagues						
e. Leadership potential						
f. Scholastic ability; capacity for growth						

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in determining his or her suitability for this Institute.5. In what ways do you believe that the applicant would benefit from attending this Institute? (If the applicant has specific areas of need, please
indicate them.)

6. Does the applicant have a contract, or the offer of a contract, in your school or school system for next year?

☐ Yes ☐ No ☐ I don't know (If not, please explain.)7. Please comment on ways in which your school or school system may utilize or benefit from the training received by the applicant if he or she is
selected for the Institute.

8. Signature of evaluator:

Date:

TIME ANALYSIS STUDY

EXPLANATION: School psychologists spend their time in a variety of ways which differ in terms of the demands placed upon them by school districts and their own ability to fulfill these demands. Please have your secretary consult your calendar and fill in the following form.

<u>FOR THE MONTH OF FEBRUARY 1967</u>	<u>Frequency Tally</u>
1. Number of Referrals Received	_____
2. Number of Referrals this year to date (March 1, 1967)	_____
3. Number of Cases Tested (total, February 1967)	_____
A. For Special Education Purposes	_____
B. For Discipline or Behavior Problems	_____
C. For Other Special Purposes (Specify)	_____
4. Number of Reports Written (Total, February 1967)	_____
5. Individual Counseling Sessions with Children	_____
6. Group Counseling Sessions with Children	_____
7. Conferences with Teachers	_____
8. Conferences with Principals	_____
9. Conferences with Administrators	_____
10. Conferences with Guidance Personnel (counselor, school nurse, speech correctionist, etc.)	_____
11. Conferences with Special Education Personnel	_____
12. Conferences with Curriculum Consultants	_____
13. Conferences with Parents	_____
14. Conferences with Outside Agencies	_____
15. Conferences with Consultants	_____
16. Conferences with Child	_____
17. Conferences with Others (Specify) _____	_____
18. Attendance at Professional Organizations	_____
19. In-service Education Contributions by Contacts (summarize Frequency) Specify _____	_____
20. Research Activities by Contacts (summarize frequency) Specify Title _____ (Local, State Supported, Federal)	_____

APPLICANT'S PERSONAL STATEMENT

EXPLANATION: For purposes of reviewing your application for this institute and the one following it, please indicate succinctly your responses to these questions. Please type your answers.

1. What do you consider to be the primary goals of your school psychological practice at present?

2. How successful have you been in moving toward these goals in the last two years, and on what basis do you judge movement?

3. Within realistic limits how do you relate this institute to your personal goals in school psychological practice?

4. In what areas do you feel some deficiency? What particular skills or learnings would benefit you?

H. D. D. A. INSTITUTE

CALIFORNIA STATE COLLEGE AT HEMMERT

SCHOOL PSYCHOLOGY JOB ANALYSIS INVENTORY.

EXPLANATION The following questionnaire supplements the regular U. S. Government forms by providing information relating to the eligibility requirements of this particular institute. Please check the appropriate categories.

NAME _____ DATE _____ 20. AGE _____

22. School Address _____ 23. Number of years experience _____
as (1) school psychologist _____
24. Title of Position _____ (2) school psychometrist _____
(1) Full-time (2) Part-time (1/2 or less) (3) elementary counselor _____
(4) teacher, elementary _____
25. If part-time check the appropriate category _____
for describing the balance of your time (5) teacher secondary _____
(6) special education _____
(7) secondary counselor _____
(1) student _____ (4) private practice _____ (7) administrator _____
(2) teaching _____ (5) clinical affiliation _____ (8) other specify _____
(3) research _____ (6) other (specify) _____

26. Check the level or levels serviced by you:

- (1) kindergarten _____ (4) senior high _____
(2) elementary _____ (5) special ed. _____
(3) junior high _____ (6) other (specify) _____

27. Check the following personnel serving in your school system: (Do not include yourself)

- (1) counselors and guidance workers _____ (7) school psychologists _____
(2) psychiatrists _____ (8) school psychometrists _____
(3) clinical psychologists _____ (9) school social workers _____
(4) remedial reading specialists _____ (10) speech correctionists _____
(5) school doctors _____ (11) hearing therapists _____
(6) school nurses _____ (12) other (specify) _____

28. Check the community population:

- (1) under 5000 _____ (4) 25,000 - 50,000 _____
(2) 5000 - 10,000 _____ (5) 50,000 - 100,000 _____
(3) 10000 - 25,000 _____ (6) Over 100,000 _____

29. List years of clinical experience (other than in school setting)

- (1) child guidance clinics _____ (3) private practice _____
(2) hospital _____ (4) other (specify) _____

30. Have you had an internship placement? (1) yes _____ (2) no _____

1. If yes, check appropriate categories.

(1) 2-3 mos. _____ (2) 3-6 mos. _____ (3) 6-9 mos. _____ (4) 9-12 mos. _____

2. Does your state provide a teaching credential or certificate for school psychology or psychometry? (1) yes _____ (2) no _____

3. Check the credentials you hold:

(1) elementary teaching _____ (4) school psychology _____ (7) special ed. _____
(2) secondary teaching _____ (5) school social work _____ (8) administration _____
(3) school psychometry _____ (6) school counseling _____ (9) other(specify) _____

4. Does your state provide licensure or certification for psychological practice?
(1) yes _____ (2) no _____

5. Are you certificated or licensed as a psychologist in your state?
(1) yes _____ (2) no _____

6. Check the following professional organizations which you hold membership in.
(1) American Psychological Association _____ (6) A State Personnel & Guid. Assn. _____
(2) Division 16 A.P.A. _____ (7) A teacher organization _____
(3) A State Psychological Association _____ (8) American Educational Research Assn. _____
(4) A State School Psychology Assn. _____ (9) A State Educational Research Assoc. _____
(5) American Personnel & Guid. Assn. _____ (10) Other(specify) _____

7. What was your undergraduate major? _____

8. What was your overall undergraduate grade-point average? (Compute A = 4, B = 3, C = 2, D = 1) _____

41. How many graduate courses have you taken in preparation for your school psychology work? _____

43. What was your overall graduate grade-point average (Compute A = 4, B = 3, C = 2, D = 1) _____

46. Check the following courses which you have had in your preparation for school psychology.

(1) General Psychology _____	47. (10) Educational Found. _____	48. (19) Adv. Statis. _____
(2) Experimental Psych _____	(11) Methods & Curricu. _____	(20) Clini. Psych. _____
(3) Child Psychology _____	(12) Administration _____	(21) Excep. Child _____
(4) Learning or Adv. Ed. _____	(13) Philoso. & Hist. Ed. _____	(22) Learning Dif. _____
Psychology _____	(14) Tests & Measure. _____	(23) Remedial Ed. _____
(5) Physiological _____	(15) Individual Test. _____	(24) Practicum in _____
(6) Motivation _____	(16) Projective Test. _____	Counseling _____
(7) Personality _____	(17) Counseling Theory _____	(25) Practicum in _____
(8) Abnormal _____	(18) Statistics elemen. _____	Testing _____
(9) Social _____		(26) Internship _____

49. List any publications, papers read and the title of your thesis if you have a Master's degree. Append extra page if necessary.

Thesis _____

N. D. E. A. INSTITUTE
California State College at Hayward
25000 Hillary Street
Hayward, California, 94542

Dr. James R. Barclay, Director
Dr. Dwight Goodwin, Assoc. Director

April 6, 1967

Dear Applicant.

This letter is to inform you that your application is one of 100 applications from which the final selection of participants in the School Psychology Institute will be made. Over 2,000 letters were received requesting information about the Institute. Some 800 packets of application materials were sent out.

As a result of the overwhelming interest in this Institute, the number of qualified and eligible applicants is far in excess of the thirty positions which we can award. As a result, we have proposed to the U. S. Office of Education that the final selection be made on the basis of a stratified random choice. This means that your application will be grouped with others from your geographic section of the nation and a random selection of participants made. The total number of returned applications will be assigned to various geographical areas of the nation and the percentage of applications from each section determined. Hence, for example, if 10 per cent of the applications were received from the states of Michigan, Wisconsin, Illinois, Iowa and Ohio, 10 per cent of the participants in the Institute will be chosen from that group. In this way, it is our hope that a national representation will be found in the Institute.

Meanwhile we are sending to you a packet of materials which are indispensable for the planning of curriculum and evaluation procedures in the institute. Though these materials will not be utilized in any way as a screening device, they are urgently needed. It is essential for us to identify major trends in school psychology practice and to obtain some important pre-Institute information about your current function as a school psychologist.

The materials relate to your theoretical orientation in the practice of school psychology and your evaluation of specific practices. In addition we are requesting that you ask three teachers to complete a brief form relating to their evaluation and appraisal of specific practices in school psychology as they view them.

PLEASE COMPLETE THE MATERIALS AS SOON AS POSSIBLE AND RETURN THEM IN THE ENVELOPE PROVIDED. WE WILL NEED THESE MATERIALS ON OR BEFORE APRIL 17, 1967.

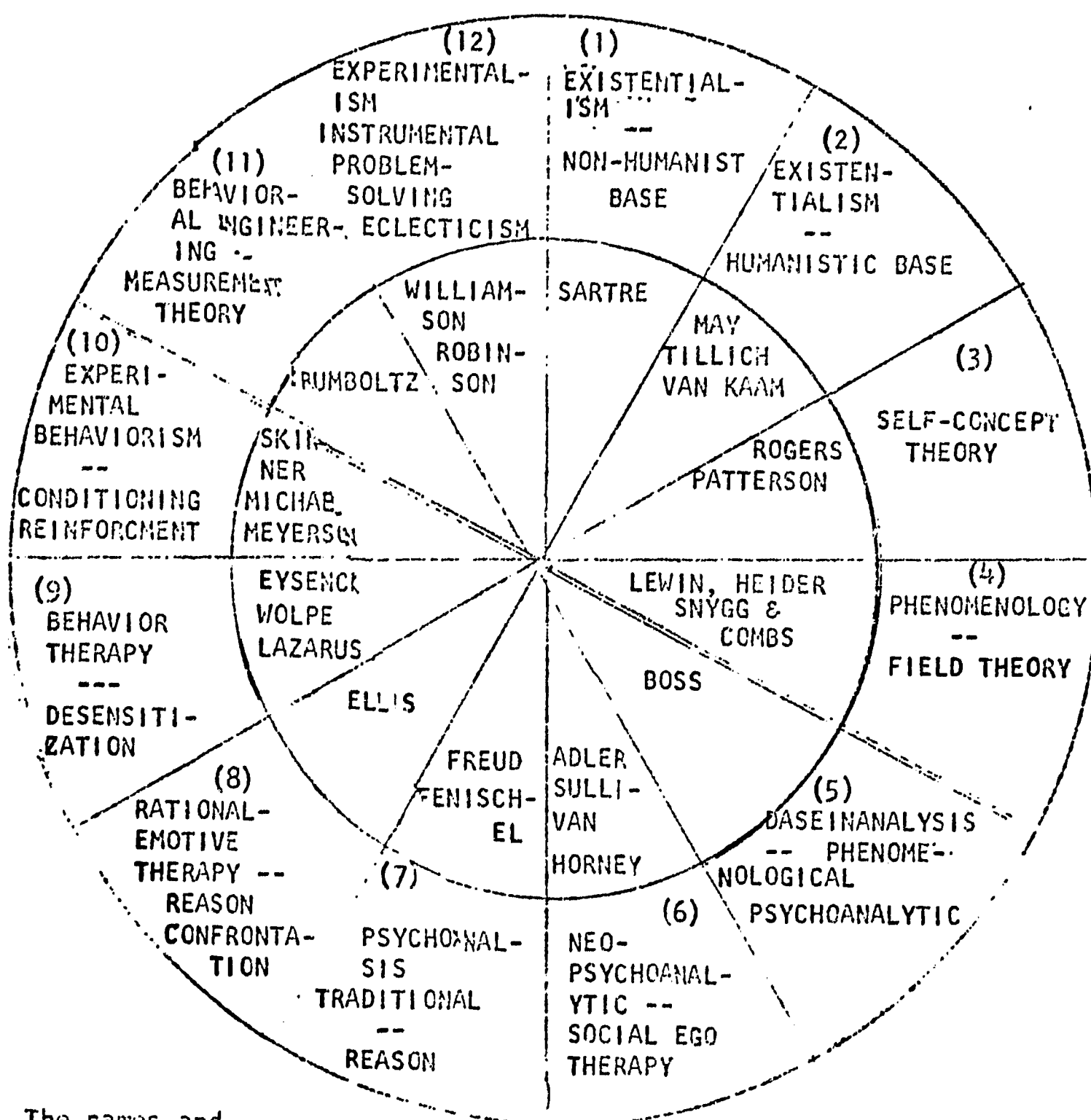
Sincerely yours,

James R. Barclay
JAMES R. BARCLAY, Ph. D.,
Director.

JRB:jj
Enclosures

THEORETICAL ORIENTATION

EXPLANATION: Psychological theory as applied to school psychology tends to have a basis in one or more differential approaches. Below is an arrangement of current psychological frames of reference which have influenced the thinking of many school psychologists. Insofar as you are able to determine your own position would you fill out the accompanying questionnaire specifying your preferences for these frameworks.



NOTE: The names and authorities mentioned are simply representative of these points of view. There are many others who have not been included.

THEORETICAL ORIENTATION QUESTIONNAIRE

Please examine the dimensions on the previous page and indicate your preferences by placing the code numbers of the positions you feel most closely aligned to in the boxes on the right.

EXAMPLE:

If your orientation were Neo-psychoanalytic, Rational Emotive, Behavioral Engineering you would fill in the following code.

<u> </u> <u> </u>	<u> </u> <u> </u>	<u> </u> <u> </u>
<u> 6 </u>	<u> 8 </u>	<u> 11 </u>

Now, please examine the figures and indicate your preferences.

1. Please refer to the figure and characterize your present theoretical orientation in relationship to the dimensions presented. In the corner of each position is a number. Place the number (s) of the positions you feel most closely aligned to in the boxes to the right.

<u>1st</u>	<u>2nd</u>	<u>3rd</u>
<u> </u> <u> </u>	<u> </u> <u> </u>	<u> </u> <u> </u>

2. How would you characterize your theoretical position (s) at the completion of your graduate training?

<u>1st</u>	<u>2nd</u>	<u>3rd</u>
<u> </u> <u> </u>	<u> </u> <u> </u>	<u> </u> <u> </u>

3. Have you changed your orientation?

<u> </u> <u> </u>	<u> </u> <u> </u>
<u>YES</u>	<u>NO</u>

4. If so how have you changed?

<u>1st</u>	<u>FROM</u> <u>2nd</u>	<u>3rd</u>
<div></div>	<div></div>	<div></div>
	<u>TO</u>	
<div></div>	<div></div>	<div></div>

5. Please think of three professors who influenced you in your preparation for school psychology. Identify their department, subject and characterize their orientation insofar as you can remember.

		<u>ORIENTATION</u> <u>CODE NO.</u>
A. <u>Department</u>	<u>Subject</u>	<div></div>
B. <u>Department</u>	<u>Subject</u>	<div></div>
C. <u>Department</u>	<u>Subject</u>	<div></div>

6. Of your colleagues in school psychology, either in the same district or surrounding districts, characterize their predominant orientation. Use one, two, or three codes.

<u>1st</u>	<u>2nd</u>	<u>3rd</u>
<div></div>	<div></div>	<div></div>



SCHOOL PSYCHOLOGICAL PRACTICE QUESTIONNAIRE

EXPLANATION: In your practice of school psychology you have encountered a number of behaviors and have used a number of techniques and instruments. This inventory is an attempt to determine your evaluation of some of the problems which you have observed, some of the instruments you have found useful, and some of the techniques which you have used. IN SHORT WE ARE ASKING YOU TO DETERMINE PRIORITIES REGARDING GOALS, PROCEDURES, AND TECHNIQUES. ASSUME EACH OF THE SUGGESTED ALTERNATIVES ARE APPROPRIATE.

1. Rank the following procedures in accordance with your experience in searching for relevant information and their comparative efficacy.

- | | | |
|-------------------------------------------------------------|-------|---|
| A. The early psycho-sexual history of the child. | _____ | 1 |
| B. The child's self-report and feelings about himself. | _____ | 2 |
| C. The direct antecedents and consequences of his behavior. | _____ | 3 |
| D. The cumulative record and teacher report. | _____ | 4 |

2. In evaluating the results of your function in the school rank the following as criteria of effectiveness.

- | | | |
|---------------------------------------------------------------------------------------------|-------|---|
| A. Number of referrals tested, reports written and results communicated. | _____ | 5 |
| B. Favorable comments received from teachers and parents. | _____ | 6 |
| C. Personal self-report from student. | _____ | 7 |
| D. Observed improvement in frequency of adaptive behavior as noted by independent observers | _____ | 8 |

3. In coping with a child who manifests continued acting-out disruptive behavior in the classroom setting, rank the following procedures in relationship to your experience of their success in cases you have treated.

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-------|----|
| A. Referral to a specific clinical facility for treatment of child and parents. | _____ | 9 |
| B. Provision of a more structured environment, systematic exclusion when necessary, coupled with positive reinforcement scheduling. | _____ | 10 |
| C. Developing a person or group as a means to inducing positive identification, such as a surrogate mother or peer tutor. | _____ | 11 |
| D. Providing personal on-going transactions focusing on ego development devices such as role playing, play therapy, model building, etc. | _____ | 12 |

4. Rank the following procedures in accordance with your experience in searching for relevant information and their comparative efficacy.
 - A. Systematic observation of the child's behavior in several school settings. _____ 13
 - B. Visiting the home and parents of the child. _____ 14
 - C. An initial testing session. _____ 15
 - D. An initial counseling session. _____ 16
5. Consider the case of an acting-out junior high school student who is involved in delinquent behavior out of school, and disrupts the classroom. Your individual testing results on the WISC confirm essentially normal intelligence, i. e. Performance I. Q. of 107 and Verbal I. Q. of 94. Rank the following classifications in your order of preference.
 - A. Sociopathic personality, immature ego development. _____ 17
 - B. Maladaptive social behavior with deficient internal controls. _____ 18
 - C. Unresolved conflict relating to poor self-concept. _____ 19
 - D. Immature adolescent with identification problems. _____ 20
6. In your initial effort to treat the child mentioned in No. 5 rank the following procedures.
 - A. Provide an appropriate adult identification through empathy and sharing of common experiences. _____ 21
 - B. Attempt to explore the student's perception of himself in relationship to his family interactions, early childhood experiences, peer relations, etc. _____ 22
 - C. Exploration of the specific behaviors which have occasioned his problem and the sources of reinforcement which have supported the behavior. _____ 23
 - D. Confront the student with the possible alternative consequences of his behavior in relationship to appropriate school and social goals. _____ 24

7. Rank the following group procedures in terms of their meaningfulness to you as a school psychologist.

- | | | |
|-----------------------------------------------------|-------|----|
| A. A classroom sociometric test. | _____ | 25 |
| B. A classroom personality inventory or check-list. | _____ | 26 |
| C. A classroom achievement or intelligence test. | _____ | 27 |
| D. The free-art expressions of a class. | _____ | 28 |

8. A fourth grade child of normal intelligence has developed an aversion to school reaction of phobic dimensions accompanied by enuresis and frequent episodes of crying. In your initial meeting with the parents to help effect a resolution of this problem rank the following procedures in accordance with your personal approach.

- | | | |
|---------------------------------------------------------------------------------------------------------------------|-------|----|
| A. Help the parents clarify their feelings about the child through the provision of a supportive setting. | _____ | 29 |
| B. Help the parents to recognize their need for treatment in a family therapy center. | _____ | 30 |
| C. Explore the early psycho-sexual development of the child and that of other members of the family. | _____ | 31 |
| D. Explore parental and sibling responses relating to the onset and continuation of the child's undesired behavior. | _____ | 32 |

9. Rank the following individually administered testing procedures in terms of your estimate of their worth to your practice.

- | | | |
|-------------------------------------------------------|-------|----|
| A. A word-association or sentence-completion test. | _____ | 33 |
| B. An adjective check-list or problem inventory list. | _____ | 34 |
| C. A self-concept Q sort. | _____ | 35 |
| D. A semantic differential | _____ | 36 |

10. In evaluating the results of your function in the school rank the following as criteria of effectiveness.
- | | | |
|-----------------------------------------------------------------------------------------------------|-------|----|
| A. Favorable comments from supervisors and administrators. | _____ | 37 |
| B. Student improvement through increased learning application as indicated on achievement tests. | _____ | 38 |
| C. Student improvement through greater peer acceptance as measured by peer ratings. | _____ | 39 |
| D. Request from teachers for in-service training in personality dynamics and symptoms of pathology. | _____ | 40 |
11. As you search for cues relating to the causal factors in a child's acting out behavior, rank the following in accord with your experience as sources explaining his behavior.
- | | | |
|------------------------------------------------------|-------|----|
| A. The child's interpersonal relationships. | _____ | 41 |
| B. The identification of primary defense mechanisms. | _____ | 42 |
| C. Group achievement and intelligence test results. | _____ | 43 |
| D. Existing model identification. | _____ | 44 |
12. Rank the following procedures in terms of your general approach to effecting change in the behavior of a child.
- | | | |
|--------------------------------------------------------------------------------------------------------|-------|----|
| A. Development of self-understanding and consequent modification of overt social behavior. | _____ | 45 |
| B. Development of more appropriate social behavior and consequent reorganization of self-understanding | _____ | 46 |
| C. The modified use of testing information for inducing changes in overt social behavior. | _____ | 47 |
| D. The modified use of testing information for developing self-understanding. | _____ | 48 |

13. In the case of a shy, nervous child of normal intelligence who has few friends and cannot be induced to respond to the teacher in the class, rank the following descriptive categories according to your preference in terminology.

- | | | |
|-----------------------------------------------------------|-------|----|
| A. Poor self-concept related to lack of insight. | _____ | 49 |
| B. Neurotic syndrome with inability to express hostility. | _____ | 50 |
| C. Social behavioral learning deficit. | _____ | 51 |
| D. Intra and inter-personal adjustment conflict. | _____ | 52 |

14. A teacher of a first grade class asks you what she might do to promote mental health in the classroom. Rank the following suggestions you might give her.

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----|
| A. Provide an opportunity for the children to express their feelings openly and freely in a quasi -group counseling session once or twice a week. | _____ | 53 |
| B. Provide outlets for unresolved aggression and hostility through finger-painting, clay work, class plays and other media once or twice a week. | _____ | 54 |
| C. Provide a current-events period or two per week in which token verbal and real rewards are administered for socially directed behavior. | _____ | 55 |
| D. Provide a period or two per week for children to consider alternative solutions to problems they have in school, home, etc. | _____ | 56 |

CONCEPT CHECKLIST

EXPLANATION: In order to determine areas of common interest and familiarity, you are requested to rate the following terms according to their usefulness to your practice. You are not expected to be familiar with all of the terms in the same degree and your preferences should be expressed in your ratings.

1. Highly useful.
2. Fairly useful.

3. Seldom useful.
4. Not relevant.

After you have completed your ratings place a circle around the five terms which you feel are most important to you as you approach the diagnosis of human behavior in a child.

- | | | |
|------------------------------|-----------------------------|---------------------------------|
| ___ 1. Repression | ___ 18. Valence | ___ 35. Counter conditioning |
| ___ 2. Reciprocal inhibition | ___ 19. <u>Lebenswelt</u> | ___ 36. Counter transference |
| ___ 3. Transparency | ___ 20. Variable Ratio | ___ 37. Reaction formation |
| ___ 4. Parataxic Distortion | ___ 21. Organizers | ___ 38. Insight |
| ___ 5. Catharsis | ___ 22. Subsumption Process | ___ 39. Token Economy |
| ___ 6. Libido | ___ 23. Desensitization | ___ 40. Modeling |
| ___ 7. Cathexis | ___ 24. Chaining | ___ 41. Maladaptive Overlay |
| ___ 8. Contingency | ___ 25. Empathy | ___ 42. Intentionality |
| ___ 9. Extinction | ___ 26. Compulsion | ___ 43. Inferiority Complex |
| ___ 10. Masculine Protest | ___ 27. Abreaction | ___ 44. Collective Unconscious |
| ___ 11. Transaction | ___ 28. Driven Behavior | ___ 45. Persona |
| ___ 12. Fixation | ___ 29. Transference | ___ 46. Stroking |
| ___ 13. Neurosis | ___ 30. Projection | ___ 47. Behavior Deficit |
| ___ 14. Phobic Reaction | ___ 31. Rationalization | ___ 48. Sanguine |
| ___ 15. Sublimation | ___ 32. Psychoneurosis | ___ 49. Criterion Approximation |
| ___ 16. Unconscious | ___ 33. Rejection | ___ 50. Operant Conditioning |
| ___ 17. Self-Concept | ___ 34. Aversive stimulus | ___ 51. Shaping |

PSYCHOLOGICAL PRACTICES INVENTORY

Dear Colleague:

We are conducting an NDEA Institute for school psychologists and psychometrists. We wish to evaluate the effectiveness of the institute and would appreciate your help in describing the present role of the school psychologist in your district.

On the following pages we have collected a list of services which may be provided by school psychologists. Some of these services may not be available in your district.

We would like you to complete this questionnaire in the following manner. First complete column I according to how frequently the services seem to be performed. Then proceed to column II indicating what you feel the priority should be.

COLUMN I

According to how frequently
they are actually performed
(Use the following scale)

- a. frequently
- b. occasional
- c. seldom
- d. never

COLUMN II

According to what your order of
priority would be if conditions
were ideal
(Use the following scale)

- 1. high priority
- 2. medium priority
- 3. low priority
- 4. not appropriate

SERVICES TO THE INDIVIDUAL STUDENT

	Col. I	Col. II
1. Attempt to identify causes of the child's learning difficulty.		
2. Begin new cases in the order in which they have been referred.		
3. Gather information regarding the child.		
4. Carefully interpret test results to the teacher.		
5. Inform teacher of students in their class who have been identified as experiencing learning difficulties.		
6. Arrange to see teacher periodically during the case study.		
7. Make concrete suggestions for action in helping children in the classroom.		
8. Refer child to community agencies.		
9. Periodically re-evaluate previously referred children.		
10. Plan several conferences following completion of the psychological work.		
11. Follow-up cases to see if remediation or counseling has generalized to other areas.		
12. The result of psychological evaluation is a planned course of action.		

SERVICES TO THE SCHOOL AS A WHOLE

	COL. I	COL. II
1. Conduct institutes and in-service training for school personnel.		
2. Assist in the evaluation of curriculum.		
3. Aid in developing new curriculum.		
4. Aid special education teachers.		
5. Screen for readiness at K and 1st grade levels.		
6. Make known those services that are and are not available in the district.		
7. Inform teachers of new developments in teaching methods.		
8. Supply teaching materials as a resource person to facilitate instructional goals.		
9. Schedule a definite portion of the day to be available for informal contact with the staff.		
10. Help school personnel to resolve personal problems.		
11. Train teachers to administer and interpret selected group and individual tests.		
12. Write reports so that they can be kept in the cumulative record of the child.		
13. Use terminology which is readily understood by school personnel.		
14. Participate in selection of instructional materials and the design of the physical plant.		
15. Maintain personal contact with each teacher and administrator.		
16. Keeps psychological reports separate from the cumulative record but available to school staff.		

SCHOOL

R E S E A R C H

	<u>COL.</u> I	<u>COL.</u> II
1. Participate in some research activity.		
2. Encourage and facilitate research activities by school personnel.		
3. Assist curriculum groups to evaluate new and on-going school programs.		
4. Keep school personnel abreast of research having practical application to the school situation.		
5. Identify areas for further research.		
6. Relay research findings to school personnel.		

SERVICES TO THE COMMUNITY

	<u>COL.</u> I	<u>COL.</u> II
1. Participate in community activities.		
2. Inform the community of the nature and function of his services.		
3. Counsel groups of parents.		
4. Serve as a public relations figure between the school and the community.		
5. Participate in community mental health activities.		